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ABSTRACT

This publication features articles on prevention of school violence and the development of student self-discipline. It describes programs to help students at risk socially and academically. Practical and promising approaches to positive behavioral interventions and strategies are presented in a step-by-step format. Approaches to school discipline that employ techniques based on experience are included. Articles include: (1) "School Discipline and Behavior Management"; (2) "School Bus Safety: A Handout for Parents and Teachers" (H. J. Srednicki); (3) "A Prosocial System for Improving Student Discipline and Responsibility" (J. McMullen); (4) "Managing Disruptive Behavior in School Settings: The Think Time Strategy" (J. R. Nelson, B. A. Carr, D. J. Smith); (5) "Defusing Disruptions: A Crisis Intervention Method" (N. Shandler); (6) "School-Based Projects for Violence Prevention" (A. O'Brien); (7) "Bullying Fact Sheet" (G. Batsche, B. Moore); (8) "Position Statement: School Violence" (NASP); (9) "Disciplining Students with Disabilities" (K. P. Dwyer); (10) "Data-Based Decision Making: Assessing Progress and Evaluating Interventions" (M. W. Steege); (11) "Promoting 'Fair Play' in Schools" (F. L. Wilczenski, R. Steegmann, M. Braun, F. Feeley, J. Griffin, T. Horowitz, S. Olson). Also included are a resource guide, and book reviews. Many articles are reprints from "Communique," a publication of the National Association of School Psychologists. (EMK)

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NATIONAL MENTAL HEALTH AND EDUCATION CENTER

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Introduction

School Discipline and Behavior Management

School discipline has been a topic of intense concern among both educators and parents throughout the history of American public education. Bear (NASP, 1996) in his article, "Best Practices in School Discipline" suggested that the public has always demanded that schools teach self-discipline for the good of society. The public also has demanded that schools use discipline to teach habits reflecting self-discipline, to maintain an orderly environment conducive to academic achievement and to develop socially and morally responsible individuals. Bear discusses a variety of theoretical models (i.e. prosocial behavior model, peer mediation model, affective and communication model, etc.) to help prepare children for their role as socially competent, responsible, and productive citizens.

In a society where social and technological changes occur at a rapid pace, the nature of the socialization process has changed markedly. Educa-

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School Bus Safety: A Handout for Parents and Teachers

by Henry J. Srednicki, Ph.D., NCSP
East Rutherford, NJ

Background

Approximately 400,000 yellow school buses serve elementary and high school students in the United States. In all, about 22.5 million school-age children ride yellow school buses to and from school. After-school activities provide an estimated 5 million additional student rides on a daily basis. It is also estimated by the American Public Transit Association that public transportation provides an additional 900 million student rides per year. You may also be surprised to learn that this makes school transportation the single largest system of public transportation in the United States, resulting in over 94.2 billion total pupil-passenger miles per year.

Most of us recall one incident or another whereby a student was harmed from some avoidable mishap that occurred while riding or walking to the school bus. According to the National Highway Traffic Safety Administration, an average of 41 school-age children are killed in school bus related traffic accidents each year. During the past ten years, 300 school-age pedestrians (less than 19 years old) have died in school-bus related crashes. Numerous injuries also have occurred when riding, boarding or unloading from a school bus.

Issues Involving School Bus Safety

While school bus transportation is regarded by many as one of the safest forms of transportation, accidents do

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tors must achieve the dual goal of teaching self-discipline and using disciplinary actions to manage behavior problems when they occur. There is a growing recognition among educators, parents, and the community that truly effective schools must do more than impart the three Rs; they must also systematically attend to children's social and emotional learning.

It is generally agreed that self-discipline is shaped by a variety of forces. It does not develop intuitively and it can and must be deliberately taught. The deliberate teaching of behaviors such as sharing, helping, initiating relationships, requesting help from others, and empathy give children the tools they need for optimizing their life skills and competencies.

Positive Discipline

School psychologists as experts in behavior, classroom management, school climate, and developmental responsibility, are called upon to provide programs and practices that advance social and emotional learning. Working with schools, families, and communities, school psychologists often take a leadership role to design, implement, and evaluate the use of positive and motivating methods of discipline and create a healthy climate conducive to learning. In addition, a positive behavioral intervention approach is in keeping with the vision of the recently reauthorized Individuals with Disabilities Education Act.

In this publication, the National Association of School Psychologists (NASP) draws upon programs that describe examples of practical and promising approaches to positive behavioral interventions and strategies presented in a step-by-step format. The approaches are time efficient, effective, and can serve educators' and families' expectations for managing all children. Most importantly, these approaches can serve children whose disciplinary problems put them at-risk with respect to scholastic and social failure in school settings.

The programs selected highlight approaches to school discipline that employ techniques based on experience. Directed at both regular and special education students across multiple school years, the publication features prosocial skills for improving student discipline and responsibility, teaching self-management strategies to adolescents, promoting competent behavior for children with behavioral challenges, strategies for effectively disciplining students with disabilities, peer mediation and conflict resolution programs that schools have implemented to teach students problem-solving techniques, and ways to safely handle disruptive behavior in school settings.

Promising Practices

It is important to use professional judgement and your skills, tailoring procedures to meet the needs of the situation and the individual. The program packages described here are just a few of many successful efforts and may be used flexibly with other strategies. We hope that practitioners, educators, and parents will find this publication useful, one that will be referred to often.

This publication concludes with information on resources including books, pamphlets, and videos that may be of interest to school administrators, teachers, other educational professionals, and parents. Some are published by NASP, others were carefully selected from other publishers for their quality and timeliness. The reference list addresses topics related to interventions for preschool learning and behavior problems, anger management in the schools, attention disorders in children, effective discipline for parents, and more.

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Bear, G. G. (1996). *Best Practices in School Discipline.* In A. Thomas & J. Grimes (Eds.). *Best Practices in School Psychology — III.* pp 431- 443. Washington, D.C.: National Association of School Psychologists.

For your free copy of NASP's latest publication catalog, contact NASP at 4340 East West Highway # 402, Bethesda, MD 20814; or call: (301) 657-0270.

The National Mental Health and Education Center for Children and Families of the Na-tional Association of School Psychologists is an information and action network to foster best practices in education and mental health for children and families—building upon strengths, understanding diversity, and supporting families.

The primary goal of the National Mental Health and Education Center is to provide leadership to address the critical issues that affect education and improve the outcomes for children and their families. The problems of school failure, classroom disruptions, violence, and drug abuse have actually increased during each decade over the past 30 years. They place a heavy burden upon families, children, schools, and communities. At the same time, decision-makers are raising standards for graduation—often without concurrently improving instruction, classroom management, school climate, or anticipating how this affects children and families.

The National Mental Health and Education Center for Children and Families works to provide support for children and families and improve the professional training and practices of school psychologists and pupil service providers. It is dedicated to ensuring children receive the optimum services in their schools and communities.

For more information on the National Mental Health and Education for Children and Families contact Vicki Stanhope at the National Association of School Psychologists, 4340 East West Highway, Suite 402, Bethesda, MD 20814; e-mail: vstanhope@naspweb.org or visit our web page at: www.naspweb.org/center.html

SCHOOL BUS SAFETY *continued from page 1*

happen. Typically, children are no longer under the supervision of teachers or parental figures when riding the school bus. Such unstructured situations often lead to misconduct and episodes of poor judgment on the part of some students. Situations that may arise resulting from disruptive behavior may be distracting to the driver or may encourage a student to take unnecessary risks, such as waving an arm out a school bus window, often to the dismay of a parent.

School bus drivers often report that they are overwhelmed by what they see as students' lack of respect and failure to follow school bus rules and regulations. Typically, a large school bus will transport 54 students, a number of students far in excess of what a certified teacher would be permitted to supervise without assistance. Yet, this is asked of school bus drivers across the country on a daily basis.

Of students who have died in school bus-related incidents, almost two thirds were killed by school buses, 6% by vehicles functioning as school buses and 30% by other vehicles involved in crashes with school buses. Five- and six-year-olds represented more than half of all school-aged pedestrians killed by school buses over the past ten years. On average, 21 school-age pedestrians are killed by school buses each year and 9 are killed by other vehicles involved in school bus crashes. Of those children killed, 42% are killed in crashes between 3:00 and 4:00 p.m.— enroute home from school."Inattention" and "failure to yield" were factors most often reported by police for school bus drivers striking school-age pedestrians.

While efforts have been made to require seat belts on large school buses, only two states currently mandate seat belts in school buses (New Jersey and New York), while the federal Government mandates seat belts in all small buses (under 10,000 lb.). Ironically, studies dating back to 1969 have repeatedly concluded that compartmentalization provides better protection in accidents than two-point seat belts on school buses. To date, there have been no studies conducted on three-point seat belts and safety.

School Bus Safety: Prevention

The best solution to the issue of school-bus safety is one of prevention. Children and their parents, as well as educators and community members, need to be aware of the risks involved with children and school buses. Motorists also need to obey all state regulations regarding driving in the vicinity of school buses and their designated drop-off zones.

A good way to raise the level of awareness in the community is through the implementation of a school bus safety program. "Operation School Bus Safety" is one such program available from the Nation PTA[1] and Navistar International, designed to help communities improve bus safety records and protect children. Moreover, school bus safety week is usually held in late October, which is a good time to highlight such programs. In general, children should understand that riding on the bus is a privilege, that the bus is an extension of school and they are expected to behave as well as they would in their classroom. Parents and educators wishing to initiate a prevention program are encouraged to contact their local PTA for information on "Operation School Bus Safety." Educators and parents can also help by reminding students to follow some very simple safety rules which are outlined below:

School Bus Safety Rules

On the way to the bus:

- Be alert, arrive at your stop at least five minutes early.
- Always obey all traffic lights and signals.
- Plan to walk with schoolmates whenever possible, facing the traffic.
- When crossing streets, always cross at crosswalks and intersections.
- Look both ways before crossing the street.

At the bus stop:

- Stand back from the curve.
- Don't push or shove when entering or exiting and always use the steps and hand rail.
- Always obey the bus driver and wait for the driver's signal before crossing.
- Always cross at least 10 feet in front of the school bus.
- Never, never crawl under the bus.

When riding the bus:

- Take your seat quietly and quickly, remain seated when the bus is moving and don't get out of your seat when the bus is moving.
- Keep your feet on the floor and never ever extend your hands, arms, head or any object out the window of a bus.
- Talk in a conversational tone, be courteous to the driver and schoolmates, and try not to distract the driver through misbehavior.

[1]Contact the National PTA at 330 N. Wabash Av., #2100, Chicago IL 60611; (312) 670-6782.

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A Prosocial System for Improving Student Discipline and Responsibility

by Jerry McMullen, Ph.D.

Schools are microcosms of society. Serving as a behavior management consultant in the schools requires sensitivity to general social trends. Current trends include reduced amounts of parental supervision, diminished support from community and church, and conflicting or antisocial messages in the media and music. For some students, mixed social messages lead to personal confusion that undermines their ability to succeed academically or socially. Many at-risk students demonstrate a lack of positive direction, an unclear sense of self and free-floating aggression. As might be expected, they encounter difficulty in school, family and community situations. Such students are a worrisome but growing minority. This article describes educators' perceptions of recent trends in student behavior and provides an adaptable three-component prosocial system for addressing behavioral management needs.

Trends in Student Behavior

More than 700 educators attending 31 of the author's behavior management workshops were asked to describe changes in student behavior over the past decade. In order of prevalence, they noted the following top ten changes: (1) less respectful, (2) assume less personal responsibility, (3) less parental involvement and supervision, (4) impatient/impulsive/want instant gratification, (5) home challenges school authority/veracity (e.g., the student is right; school is wrong), (6) more noncompliant/oppositional/defiant, (7) negative attitude, (8) difficulty paying attention, (9) more aggressive, and (10) more inappropriate language. Most respondents work in elementary schools in "good" school districts. The picture is more dire when examining responses from "problematic" schools. Educational systems become increasingly stressed as the percentage of students exhibiting challenging behavior rises. One or two disruptive students per class can hinder the learning environment, especially if disruptive behavior is supported by peers. Effective behavior management approaches are essential to address negative trends and promote safe, productive schools.

When providing behavior management assistance, the following questions must be considered. What are the unique needs of each school? What can be done to meet these specific needs? How can negative trends in student behavior be reversed?

Chester County Prosocial Behavior System

During 1993, after serving as a school psychologist for 20 years, I became a behavior management consultant for Chester County (PA) Intermediate Unit. This position was created through the Statewide Support Initiative (SSI) of the Pennsylvania Department of Education. SSI was initiated in 1989 to provide training and technical assistance in areas including behavior management, instructional support, assistive devices, early intervention, transition to adult living and inclusion. SSI's goal is to enhance school districts' capacity to provide effective services and programs for all students, including those with disabilities. Districts seek SSI technical assistance from intermediate unit consultants at their discretion.

Examination of varied behavior management approaches led me to the belief that social skills models are well suited to address negative behavior trends. The work of George Batsche, Howard Knoff (Batsche & Knoff, 1995), and Arnold Goldstein (e.g., McGinnis & Goldstein, 1984) provide the foundation for the Chester County Prosocial Behavior System. Techniques for improving school climate from Michele Borba (Borba, 1995) and Carol Allred (Allred, 1984) are incorporated. Refinements have evolved during three years of application in regular and special education programs in 12 school districts, one intermediate unit, several preschool programs and other education and mental health settings.

The Prosocial Behavior System consists of three components that operate *simultaneously:* (1) analysis of school climate and behavioral expectations; (2) trouble shooting, problem solving and maintenance to address specific areas of concern within schools; and (3) promotion of student discipline and responsibility. This system, which is educative rather than punitive, effectively addresses negative qualitative changes noted above as well as challenging behavior exhibited by individuals. It has proven successful with regular and special education students at preschool through high school levels. Each school adapts the system to meet its needs. When school-level implementation is not possible, modifications can be made for individual classroom use. The following is an overview of the system's three components.

Analysis of School Climate and Behavioral Expectations

The most general aspect of the Prosocial Behavior System requires school personnel to examine the climate and behavioral expectations within their building. School climate is the general social tone and conditions that permeate the school atmosphere. Borba (1995) lists the acquired feelings of security, selfhood, affiliation, mission and competence as the building blocks of self-esteem. These feelings also are essential for students to thrive in school and eventually succeed in work and family settings. Prosocial themes such as respect, cooperation or kindness may be promoted on a school-wide basis through assembly programs, signs and posters, and social reinforcement.

Behavioral expectations are established by delineating behavioral standards, establishing rules to achieve them and enforcing these rules. School personnel must consider if behavioral standards and rules are (a) realistic, (b) well defined, (c) clearly communicated and (d) consistently en-

forced. If problems are noted in standards, rules or enforcement, other components of the Prosocial Behavior System provide means for improvement.

Trouble Shooting, Problem Solving, and Maintenance

This component consists of several steps: (1) A committee (often called a prosocial or school climate committee) is formed. A classroom teacher serves as chairperson; an administrator is a member. (2) The committee surveys staff to identify areas of concern (e.g., hallway, cafeteria or bus behavior; in-school suspension; student respect; chronic offenders; positive parental involvement; and staff morale). (3) Concerns are prioritized and improvement strategies are designed. Initially, no more than three areas should be targeted. It is important to focus on a limited number of areas to gain success and, perhaps more important, credibility with staff. (4) Program maintenance is accomplished through committee meetings that assess the effectiveness of improvement strategies, make necessary adjustments or establish different priorities. Committees convene on an as-needed basis, but at least once per month. Forty-five minute meetings prior to school are typical.

The following are examples of trouble shooting and problem solving developed by prosocial committees in Chester County. To demonstrate the system's flexibility, applications at elementary and middle schools are presented.

Example 1: misbehavior of students entering an elementary school's morning breakfast program. Disputes often start in the neighborhood, then continue on the school bus, during breakfast and into the classroom.

Improvement strategies: (1) Establish rules for entering the building: keep hands and feet to self, walk, stay on the right, use inside voice. (2) Post rules at appropriate entrance points. (3) Place traffic cones in the front hall to assure that students stay to the right. (4) Review rules with the students before they are implemented. (5) Provide students guided practice using proper entry techniques. (6) Require students violating entry rules to exit the building and reenter in an appropriate fashion. (7) Use the following standard verbal prompt for students needing reentry: *"Stop. What is the good choice?"* The student is given "on-the-spot" guided practice of repeating the four entry rules, exiting the building, then reentering properly. (8) Establish assigned seating for breakfast to assure separation of students typically involved in disputes. (9) Enforce appropriate behavior rules during breakfast. (10) Assure that all staff supervising breakfast steadfastly adhere to this system. (11) Serve breakfast to students delayed for "on-the-spot" practice after all other students have been served.

Example 2: congestion and student conflicts in a middle school's hallways.

Improvement strategies: (1) Station teachers at the end of hallways between periods to observe halls and lavatories. (2) Post teachers at the end of the hallways to monitor walkways when students pass outside between classes. (3) Exit sixth-graders through the front school entrance to board buses at the end of the day. This allows them to bypass the congested main corridor. (4)Have students walk on the right; install directional arrows to provide visual aides. (5) Require sixth-graders to get books from their lockers before lunch, place the books in their post-lunch classroom, then return to that room after lunch without revisiting lockers. (6) Provide a public address announcement to students regarding lateness for class. Clearly state rules and expectations for passing between classes. Assure students that hallway and promptness rules will be enforced. (7) Provide a summary on the public address system at the end of the day letting students know their level of hallway success. Use a positive orientation to the degree that positive feedback is realistic. (8) Require students who leave study hall for other destinations (e.g., library or tutoring) during eighth period to return to study hall before dismissal. (9) Give students tardy slips if they are late for class. These slips are sent to the office by the reporting teacher. Students receiving three slips are required to call their parents at home or at work to inform them of their pattern of tardiness. Duration of these calls is limited to two minutes. Parents are informed of this policy in advance.

Promoting Student Discipline and Responsibility

This component of the Prosocial Behavior System incorporates methods developed by Batsche and Knoff (1995) and Goldstein (Goldstein, Sprafkin, Gershaw & Klein, 1980; McGinnis & Goldstein, 1990, 1984). These methods allow staff to address student behavior in a way that promotes responsible decision making and, when necessary, teaches social skills that are lacking.

Behavioral psychology suggests that internal language is a key to self-control. Batsche and Knoff's five-step response sequence provides language to help students control impulses and make constructive choices. Initially, this language is externally impressed by teachers and visual icons. Through modeling, application, and reinforcement, students internalize this language and use it to exercise self-control and social responsibility. The following is a list of the five steps and a rationale for each:

1. ***Stop and Think.*** Teachers say, "Stop and think" to students behaving inappropriately. This prompt interrupts negative and impulsive behavior. It also aids self-control as students internalize and apply it themselves. For teachers, "Stop and think" is a calm, rational, consistent response to challenging behavior. It reduces the tendency to yell and/or respond emotionally to students.
2. ***Good Choice or Bad Choice.*** After interrupting inappropriate behavior with "stop and think," teachers ask, "Are you going to make a good choice or a bad choice?" This question places responsibility for decisions squarely upon students. It is made clear that consequences are derived from choices made by students. Power struggles and win or lose situations generated by stu-

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dent defiance are defused. This step is the key to assuring that students understand that they are responsible for their behavior and subsequent consequences. It is imperative that meaningful consequences accompany students' behavioral choices.

3. ***Choices or Steps.*** This part of the sequence varies according to need. Some students are helped to explore alternative choices. In other cases, students with social skill deficits are taught specific steps of social skills essential for school and interpersonal success. These steps are concrete and specific. For example, possible steps for *listening* are: (1) Feet on the floor. (2) Bottom on the chair. (3) Hands folded. (4) Eyes on the speaker. (5) Mouth closed. Goldstein's *Skillstreaming* books (Goldstein, Sprafkin, Gershaw, & Klein, 1980; McGinnis & Goldstein, 1984; McGinnis & Goldstein, 1990) offer steps for teaching social skills to promote classroom survival, establish friendships, deal with feelings, use alternatives to aggression and cope with stress. (The role of *Skillstreaming* in the Prosocial Behavior System is discussed below.)
4. ***Just do it!*** Teachers say, "Just do it!" This activates students who opt for good behavioral choices and reduces verbiage. This message is not used for students who make bad choices; these students experience consequences associated with their choice.
5. ***How did I do?*** This step is used for self-monitoring and self-evaluation. Students reflect upon the results of their choices and consider behavioral alternatives when needed. This step can be accomplished informally through verbal review with teachers and/or peers or formally through the use of self-rating forms.

The Role of Skillstreaming

Skillstreaming offers an effective method of teaching social skills; however, it is *not* an essential part of the Prosocial Behavior System. Most of our teachers and schools resist taking time from academic instruction to model and role play social skills. Schools are much more inclined to work with school climate, trouble shooting and problem solving, and consistent language (i.e., "Stop and think." "Good choice or bad choice?") than implement *Skillstreaming*. Schools are made aware of *Skillstreaming*, and many adapt aspects of this approach to their needs. Examples of adaptations include:

(a) Schools readily teach the skill of listening. Student listening is activated by a "Give me five" (for the five steps of listening) prompt followed by the teacher counting backwards from five to one. The entire class is to be in the listening position by the time the teacher says, "One." This prompt, created by Francie McMullen, quickly orients students. Group incentives may be awarded to reinforce compliance. After this procedure has been taught, teachers find that even young children can gain their classmates' attention with directions such as, "Give me five" or "I need listening."

(b) Teachers dealing with severe behavior problems are more inclined to teach social skills. Some Chester County Intermediate Unit classes for severely emotionally disturbed students spent as much as five weeks teaching the skill of ignoring. Mastery of this skill was essential to reduce interpersonal conflict and volatility triggered by name calling and teasing. Other social skills were not taught to these students until progress with *ignoring* was evident.

(c) Some schools use commercial or school-made videos, orientation programs and assemblies to model key social skills. Prosocial assemblies are creative and fun for staff, students and parents. North Coventry Elementary's faculty sang and danced to Aretha Franklin's *Respect*. A teacher in a bear costume moderated an assembly on the "bear necessities" for getting along with others in Beaumont Elementary School. Stetson Middle School sends eighth graders to each feeder elementary school to provide assembly programs for fifth graders who will arrive in the fall. Student role plays demonstrate prosocial concepts and problem-solving techniques.

(d) Several middle and high schools have changed the name and nature of their in-school suspension to OS (Organized Study) and R & R (Respect and Responsibility). Students in these settings complete problem analysis logs, view social skills videos and review skills needed to be successful in class. The emphasis is on prosocial skill development rather than punishment. One school allows students to select "time away" in OS when a short cool-down interval is needed. Although formal data is not yet available, reports indicate that these prosocial rooms are much more effective than traditional in-school suspension.

Staff Training

The Prosocial Behavior System is introduced to schools through inservice programs lasting three to six hours. When possible, all building staff attend. Scheduling sometimes requires separate training sessions for faculty and support staffs. Participants are given the opportunity to volunteer for the Prosocial Committee at the conclusion of inservice presentations. The trainer may attend several Prosocial Committee meetings to facilitate prioritization of concerns and development of improvement strategies during the initial phase of trouble shooting and problem solving.

Parent Training

Schools adopting the Prosocial Behavior System include some form of parent training. This typically involves working with the PTO or site-based management team. Parents are kept informed via school newsletters or other written communication. School climate projects involve parents when appropriate. Stetson Middle School emphasizes parent-teacher alliance in students' academic and social-skill development by referring to parents as the "night-time faculty."

Student Involvement

Some schools enlist student committees to outline concerns and improvement strategies with guidance from a faculty advisor. Input from student committees is considered in conjunction with teacher input. There is a high degree of congruence regarding both concerns and improvement strategies when student and faculty opinions are compared. Stetson Middle School was an innovator in this area. Their student committee was nominated by staff. Faculty from each grade level selected ten student representatives: two academic leaders, two social leaders, two extracurricular leaders, two students prone to getting in trouble (but responsible enough to participate) and two "nice" kids. Recommendations from faculty and students tend to be implemented with less resistance than those mandated by administration.

Outcome Data

Schools implementing the Prosocial Behavior System consistently report improvements in school climate and student discipline. Listed below are measured outcomes obtained by several Chester County schools.

Beaver Creek Elementary
(Downingtown Area School District)
(Prosocial Behavior System implemented at the beginning of the 1995-96 school year.)

School Year	Suspensions (Sept thru March)	Suspensions (Sept thru June)
1992-93	7	Unavailable
1993-94	6	Unavailable
1994-95	19	33
1995-96	0	1

Stetson Middle School
(West Chester Area School District)
(Prosocial Behavior System implemented at the beginning of the 1994-95 school year.)

School Year	Suspensions	Fighting and Physical Assaults
1993-94	813	78
1994-95	443	54
1995-96	411	28

North Coventry Elementary, 4th — 5th grade
(Owen J. Roberts School District)
(Prosocial Behavior System implemented during November 1995.)

Month (1995-96)	Discipline Referrals
September	13
October	14
November	6
December	2
January	3
February	4

Conclusion

Student behavior has changed over the past decade. Educators report noticeable increases in student disrespect, irresponsibility, impulsivity and noncompliance. Students with the most pronounced behavioral problems often lack positive social principles for guiding their behavior. Some manifest unstable aggressive tendencies directed at themselves or others. To effectively deal with school discipline, behavior management approaches must address challenges posed by current negative behavioral trends as well as individual acts of misbehavior. There are no easy answers. Chances for success are improved when effective models of prevention and intervention are designed, adapted to the needs of schools, and shared with others.

The Prosocial Behavior System used in Chester County enhances school climate and improves student discipline though the development of prosocial skills. The system is educative, not punitive; furthermore, it is versatile. It has proven effective with regular and special needs students at preschool through high school levels. In addition to its application in schools, the system has been adapted for parent training and use in mental health settings.

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— FROM NASP COMMUNIQUÉ, OCTOBER 1996 (VOLUME 25, NO. 2)

Managing Disruptive Behavior in School Settings: The Think Time Strategy

by J. Ron Nelson, Beth Ann Carr & Deborah J. Smith

In our search for effective practices and strategies to address disruptive behavior in schools, we found that traditional responses (reminders or warnings, eye contact, physical proximity, etc.) to the disruptive behavior of students tended to not work well. We also found that, despite the implementation of proactive strategies such as establishing school-wide expectations, conflict resolution and social skills instruction, a significant number of students continued to exhibit high levels of disruptive behavior. With these students, typical classroom management systems (which often rely on repeated warnings) appeared to be problematic because they a) often validated and reinforced the disruptive behavior of students, b) did *not* help students distinguish between appropriate and inappropriate classroom behavior and c) resulted in power struggles between the student and teacher.

The Think Time Strategy

The *Think Time* strategy is designed to: a) enable the teacher and student to cut off a negative social exchange or power struggle over disruptive behavior and initiate a positive social exchange; and b) provide the student feedback and an opportunity to plan for future performance. The framework for the *Think Time* strategy is based on a precision request, quiet-time and debriefing. The *Think Time* strategy requires teamwork between two or more teachers—the homeroom teacher and a cooperating teacher(s) who provides the designated *Think Time* area. Teachers prepare their class for the implementation of the school-wide classroom intervention by actively teaching the students the intervention. Although it is beyond the scope of this paper to describe all of the subtle details necessary to implement *Think Time* effectively, the primary steps in *Think Time* include:

*1. **Catching disruptive behavior early**.* It is critical that teachers catch the disruptive behavior early. It is also critical that teachers reduce (in the case of minor problem behavior) and eliminate (in the case of more serious disruptive behavior) threats and ultimatums as well as warnings. In the case of minor behavior (e.g., off-task), the student is validated or reinforced by the teacher if the student complies with a request or prompt to adjust the behavior. If the student does not comply, the teacher directs the student to a designated classroom for *Think Time*. In the case of more serious disruptive behavior (e.g., profanity), the teacher simply directs the student to a designated classroom for *Think Time*. The communication by the teacher in both cases is limited, unemotional and matter-of-fact.

*2. **Moving to and entering the designated Think Time classroom**.* Students typically move independently to the designated *Think Time* classroom. In the case of those students who are most problematic (this is a rare event), teachers use a variety of strategies (track the amount of time the student takes to arrive at the designated classroom, send the student with an escort, etc.) to ensure that the student moves quickly to the designated *Think Time* classroom. Once the student arrives at the designated classroom, the student stands by the door of the designated classroom and waits until the cooperating teacher directs the student to the designated *Think Time* desk. The desk is located in an area that is free from distractions and limits the ability of the student to engage the teacher or other students.

*3. **Think Time/debriefing process**.* After the teacher has observed the student sitting in a calm manner, the student is approached by the cooperating teacher who initiates the debriefing process. The debriefing is conducted at the convenience of the cooperating teacher and ideally after allowing the misbehaving student a minimum of 5 to 10 minutes to "think about" the behavior and to gain "self-control." *Think Time* is behavior-dependent (not time-dependent). Teachers initially ask students to describe the behavior objectively prior to providing them the debriefing form to complete independently. If the student is responsive to the opening question regarding their behavior, the student is asked to complete the debriefing form. If not, the teacher responds by saying "I'll be back to you" and returns to his or her regular duties until another appropriate break arrives (and the student is sitting in a calm manner). Throughout this process the teacher does not cajole or is not drawn into a discussion with the student.

Behavioral debriefing (for older students) includes the following questions in sequential steps: a) identify the inappropriate behavior; b) identify what they wanted (e.g., revenge, attention, to avoid schoolwork); c) indicate whether or not they got what they wanted; d) identify what they need to do (replacement behavior) when they go back to work in their classroom (e.g., follow directions if they did not follow directions); and e) indicate whether or not they think they can do the new action(s). A shortened debriefing sequence (a, d and e) and associated pictorial debriefing form is used with younger students and in some individual cases in which parents do not want their children to be asked "what they wanted." Again, the interaction is limited, unemotional and matter-of-fact.

*4. **Checking students' debriefing responses**.* After completing the behavioral debriefing form, the student waits for the teacher to check if the debriefing form has been completed correctly (behaviors are stated in objective terms, the debriefing teacher does not know which disruptive behavior the student has actually exhibited at this point). If correct, the student is directed to go back

to the classroom with the completed form. If incorrect, the student remains in *Think Time*. The teacher responds by saying, "I'll be back to you," and returns to his or her regular duties until another appropriate break arrives (and the student is sitting in a calm manner).

5. Rejoining the class. When the student reenters his or her classroom, the student stands by the door and waits until he or she is acknowledged by the teacher. The teacher then assesses the accuracy of the completed behavioral debriefing form. If accurate, the teacher (in a positive manner) directs the student to join the class. Teachers use a variety of reentry procedures (e.g., peer assistance, assignment sheet) to ensure that the student is able to make up the work missed. If the debriefing form is inaccurate, the student is directed to return to the designated classroom to repeat *Think Time*.

6. Use of other consequences. The use of *Think Time* is not the only response to disruptive behavior. It is used flexibly with other classroom strategies (e.g., proximity, eye contact and consequences). *Think Time* in itself is a powerful enough response to most minor disruptive behaviors. However, additional contingencies such as parent contacts and response cost are established in the case of chronic disruptive behavior or challenging behavior (e.g., profanity and physical aggression).

7. Guidelines governing the use of the* Think Time *strategy. In cases of extensive *Think Time* use in a given week, or for extended periods of time, support staff and teachers should work together to develop a comprehensive behavioral plan to decrease the use of *Think Time*. Possible components of a behavioral plan include: a) modified ecological factors, i.e., physical, interpersonal and programmatic factors that provide a better fit with the student's characteristics and needs such as the physical arrangement of desks in the classroom, the orderliness of the room, positioning of the student, interpersonal interactions between teacher and student, and interventions to address the specific needs of the student; b) longitudinal programming, i.e., teaching the student fundamental skills and competencies to facilitate behavioral change for the purpose of long-term academic and social progress, such as social skills training, social problem solving, anger management/conflict resolution, counseling services (individual, group, and family), intensive academic skills instruction and medical intervention when necessary; and c) focused programming, i.e., interventions designed to help the student build replacement behaviors such as increasing the number of math problems completed, increasing on-task behavior and self-management.

Effectiveness

Although disciplinary responses are not often discussed as a part of efforts to reduce disruptive behavior in schools, we have found that they play an important role in developing a safe and disciplined school environment that is conducive to learning. There is no question that schools must help students who exhibit disruptive, aggressive and belligerent behavior to find a new identity and a new way of engaging in the learning process. Schools must take the lead in introducing such students to an alternative culture through teaching as well as implementing effective responses to disruptive behavior.

We studied 25 of the most difficult to teach students over the course of a year. These students exhibited a wide range of behaviors from general noncompliance to escalating intense behavioral episodes. The results indicate that the *Think Time* strategy resulted in significant changes in the academic performance, school survival and social adjustment of these 25 students (see Nelson, 1996). Additionally, in the year prior to the implementation of *Think Time* strategy, we had over 700 referrals to the principal for disciplinary action. In contrast, there were just 71 referrals to the principal for disciplinary action in the year in which the *Think Time* strategy was implemented. We continue to see this same low level of referrals to the principal for disciplinary in our second year of using the *Think Time* strategy. Indeed, it appears the consistency provided by the *Think Time* strategy is making it increasingly easier to work with students.

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The Think Time *strategy is a registered trademark of the Cyprus Group, Inc. Ron Nelson, Ph.D., is a professor in Applied Psychology at Eastern Washington University; Beth Ann Carr is a consultant with the Cyrus Group, Inc.; Deborah J. Smith is a school psychologist in the Medical Lake (WA) School District. Requests for additional information should be addressed to Dr. J. Ron Nelson, Ph.D., Department of Applied Psychology, Eastern Washington University, Cheney, WA 99004.*

— FROM NASP COMMUNIQUE, MAY 1997 (VOLUME 25, NO. 7)

School-Wide Code of Conduct

- Safety: Are my actions safe for myself and for others?
- Respect: Do my actions show respect for myself and for others?
- Honesty: Do my words and actions represent truth?
- Responsibility: Do my actions meet the expectation to take care of myself and be a dependable member of the community?
- Courtesy: Do my actions help make this a nice place, where people feel welcome and accepted, and where they can do their work without disruptions?

— FROM *RESEARCH CONNECTIONS IN SPECIAL EDUCATION*, FALL 1997 (VOLUME 1, NO. 1), U.S. DEPARTMENT OF EDUCATION, OFFICE OF SPECIAL EDUCATION PROGRAMS

Defusing Disruptions: A Crisis Intervention Method

By Nina Shandler, Ed.D.

Demanding, defiant, disruptive — David was typical of students who appear on my case load. As a School Psychologist in a non-traditional role, I provide therapeutic services for psychologically at-risk children. In our elementary school of over 600 students with a diverse racial, ethnic and socio-economic mix, the most needy students are often the most volatile. David's temper erupted regularly. By the time referral for psychological support services had been made, the necessary meetings held and the papers signed, I had observed David repeatedly.

David responded as though he were constantly under siege. He perceived teacher corrections and directions as threats, as ordeals designed to hurt him. Always vigilant, always suspicious, sometimes the pressure overwhelmed him. Often, seemingly unpredictably, David would explode. Agitated beyond his ability to control himself, he would scream obscenities at his teacher, throw his books across the room, or run out of class turning over chairs. When the school disciplinarian was called to the scene of these crises, the level of David's mutinous behavior would increase. He would do everything within his power to escape being controlled or subdued. He would run away, hide, spit, curse, kick, punch. Finally, he would be caught, restrained, and banished to a time-out room. Isolated, he would tantrum until tired, then sleep.

Every time this scenario played itself out, David learned the lessens of delinquency. He learned to distrust adults. He learned he didn't belong with good students. He learned he was a trouble-maker. He learned that bigger and stronger people win. David did not learn the lessons of success. He did not learn to respect adults. He did not learn to calm and control himself. He did not learn to appreciate his strengths. He did not learn to cooperate with classmates. He did not learn to take responsibility. Each explosive episode destroyed still more of the already fragile personal resources he needed to become a confident, competent, contributing member of our school community.

As with many students before and since, I determined that my staff and I would respond to David's outbursts differently. We would refuse to intimidate, or confront, or lecture, or argue, or humiliate, or corner or chase. Instead, we would defuse his emotions and teach him responsibility using an eight step process:

STEP ONE:	Offer a Safe Place and a Calming Activity
STEP TWO:	Reflect Feeling
STEP THREE:	Look for Positives
STEP FOUR:	Appreciate the Positives
STEP FIVE:	Redefine Identity
STEP SIX:	Explore Options
STEP SEVEN:	Plan the Future
STEP EIGHT:	Teach Responsibility and Repair Relationships

STEP ONE: Offer a Safe Place and a Calming Activity

When out-of-control students threaten the learning environment and the safety of others, the first priority is to protect students and staff. Getting disruptive students to leave classrooms quickly without argument or force takes on primary importance.

Even with students who have a history of assaultive behavior, we have accomplished this primary goal by offering them a safe place and a calming activity. We are sure to approach them in a non-threatening manner. We come close enough to speak to them quietly, then stop. We confidentially invite them to come with us to play with clay, or draw a picture or take a walk. After inviting students, we walk toward the door and motion for the student to follow. If necessary, we repeat the invitation once or twice. Nearly all students follow.

STEP TWO: Reflect Feeling

As we walk with distressed students, we immediately reflect their feelings. We observe their body language and paraphrase their complaints. We resist any temptation to reason or reprimand. We simply reflect. "You're really mad." "You're so angry, you feel like you never want to go back to class." "You feel like your teacher isn't fair." "You feel like you hate everyone in your class." Surprised by the lack of confrontation and correction, most students spontaneously respond, "That's right you got it."

STEP THREE: Look for Positives

Feeling listened to has a magically calming effect. Within moments students are able to reason. Without guidance, they will reason negatively; they will blame others and justify themselves. Before they begin to think, we ask, "What did you do right?" This question startles them. Often they object to the question and take unexpected responsibility for their actions. "What did I do right! I didn't do anything right! I kicked a table threw a chair and swore at my teacher." We avoid any temptation to agree. We ignore their response and stick to our agenda. "You did do something right. What did you do right?" If they are unable to think of a positive action, we supply one. We can always say, "You came with me. Even though I was hard for you to come, you came. That was good." Over time we can supply other positive behaviors — we take note of any work accomplished, any successful time on the playground, any appropriate class participation. As soon as students' attention is focused on a positive behavior, we move on to step four.

STEP FOUR: Appreciate the Positives

Now, we applaud their positive behavior. As we get out clay or hand them drawing materials or walk around the playground, we continue, "I'm proud of you for that. Why do you think I'm proud of you?" If student give us an answer, we agree with them. If students are unable to answer, we tell them why we are proud of them. "I'm proud because you did a hard thing. I know its hard for you to leave class when you're upset, but you came with me." "I'm proud because you finished your homework." "I'm proud because you're trying hard and doing better."

Our guiding principle is that success breeds success. We identify small achievements that build a foundation for positive change.

STEP FIVE: Redefine Identity

Most children who consistently find themselves in trouble, believe they are trouble-makers. We use the positive behaviors we have identified to undermine that identity. We ask, "What can you do?" We look for a statement of competence that refutes the negative self-perception. "I can control myself." "I can do what I'm asked to do." "I can do hard work." "I can be a good friend." If students have difficulty coming up with their own self-affirming statement, we come up with one. Then, we tease them into repeating it five times along with us.

STEP SIX: Explore Options

After students have been calmed and affirmed, we bring up the disruptive incident. We ask them, "What upset you?" We look for a simple straight-forward explanation. "The work was too hard." "The teacher wasn't fair." "He was mean." We follow their explanation with another question, "What can you do better if that happens again?" We help them think of positive possibilities: try harder, take a deep breath, ask for help, tell yourself to stay calm, say how you feel, walk away.

STEP SEVEN: Plan the Future

Once we have considered a few positive alternative, we ask, "What will you do next time?" We ask for a simple commitment. Often, we write down that one sentence commitment and have students sign it.

STEP EIGHT: Teach Responsibility and Repair Relationships

Teachers and administrators usually make the mistake of confronting distressed students with their responsibility before these students are able to face their accountability. Students in an agitated state devote all their resources to self-defense. In the initial stage of a disruptive incident, confrontation will make matters worse not better. However, at this later stage, student can and must take responsibility for their behavior.

In holding students responsible, we teach them to understand that their behavior has damaged relationships and that these relationships need to be repaired. Teachers and other students feel hurt, anger, distrust, fear and resentment following disruptive episodes. The students at the center of these cyclones need to understand that if they do nothing to take responsibility, their reputations will degenerate and their alienation will grow.

To encourage students to take responsibility and repair relationships, we ask, "What can you do to make your teachers and other students feel better?" We have found that notes of apology go far to mend relationships and restore status. Notes are most effective if students give up recess to write them and if they include their plans to do better in the future.

In addition to reparation work, students need to be held accountable for any work missed while talking with us. Some particularly needy students gain secondary gratification from their meetings with us and seek our company. If they know that any time spent processing their outbursts will be made up working during recess, lunch or after school, they do not act out to gain our support.

Optimistic Outcomes

David responded typically to our non-confrontational approach. Suspicious of our invitation to "play", he came anyway. Surprised by being listened to, he calmed down. Shocked by the question "What did you do right?", he did not blame or justify. Appreciated for his positive gains, he began to think of himself differently. Supported by our time together, he began to take responsibility and repair relationships. Perhaps most importantly, our reaction to his outbursts taught him to trust adults to help. He began seeking us out when he was overwhelmed or on-the-edge. Our responses to his disruptive behavior became the foundation for supportive counseling relationships, rather than the source of continued power struggles. With David, as with most multiple-risk children, the road to success was not paved with a single intervention or a short-term solution. But, this method dramatically diminished the harm done by prolonged and repeated public displays of disruptive behavior.

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— FROM NASP *COMMUNIQUE*, MARCH 1995 (VOLUME 23, NO. 6)

School-Based Projects for Violence Prevention

by Anne O'Brien

In District 196, Rosemount-Apple Valley (MN), we have had a Violence Prevention Grant from the state for the last six years. In that time, we have developed a program that focuses on enhancing skills for students in the areas of conflict resolution, mediation and restitution. Our primary planning group consisted of four representatives — a psychologist, Early Childhood Family Educator, Drug Prevention Coordinator and a parent representative.

Writing grants is an important target area for school psychologists and I would like to emphasize that we are in an ideal position to identify needs, readiness and interest of staff, as well as district politics. My role in this grant has been to serve as an advisor and: 1) assist in the planning phase each year, taking into account systems change and the need to encourage evaluation; 2) write and pilot curriculum material; 3) present training workshops and co-teach the lessons with classroom teachers.

We have found that parents and community are vital components of this process and need to be included in the developmental stages of a violence prevention effort. They are interested in violence prevention for their own families and make very good advocates when trying to get administrative support. For that reason, we have developed materials to be used for parent training and community presentations.

Early childhood component

We have developed classes for Early Childhood Family Education that include activities for all members of the family. Each age group has separate activities related to the topic. At the end of the session, the family does a whole group activity that includes everyone in the family. Some current classes include: 1) Raising Competent, Capable Children; 2) Using a Peace Table at Home; 3) Dealing with Anger; 4) Bullies and Victims; 5) Ways to Solve Fights; 6) Using Restitution and Choice Theory. Participation has been very good and sessions are offered at multiple sites.

Elementary school components

In the elementary schools, we offer a broad array of activities that each school can choose from. Some examples include:

1) Climb Theater — a local professional theater group that specializes in violence prevention plays. A description of the topics are:

a. *Owie* — a play presented to primary grades dealing with violence from a child's perspective.
b. *Ouch* — similar to *Owie* but geared for Grades 3-5.
c. Climb Theater Residencies — members of the Climb Theater come into individual classrooms and do role plays with students on such topics as "How to Deal with Teasing" and "Accepting Individual Differences."

Sometimes, as a result of viewing these plays, students will share a concern or situation that could be serious. My role in these situations is to consult with the teacher and then generally follow-up with the student.

2) Peace Table — A kindergarten through Grade 5 curriculum which I put together teaches children how to solve an interpersonal conflict without requiring teacher intervention. An area of the classroom is set aside (a table, bean bag or carpet squares) where children go and follow four simple steps to solve a problem. Frequently, I'm asked by a school to do a short inservice and help teachers implement the Peace Table in the classroom.

3) Peer Mediation — In the elementary school, fourth graders are given an eight- week training session on how to be peer mediators. We have put together curriculum and a process that can be used in any of our schools. Many of the psychologists participate in the training and use of peer mediators. The training has now been extended to middle and high school.

4) Peace Site — Each school is given the opportunity to be designated as a peace site. The school's community decides what peace projects they want to take on during the year. We arrange a special assembly where the school and community are given a large flag and a memorial plaque to place in the hallway. The psychologist can take the lead by presenting this to the P.T.O. or the Site Council.

5) Home Consultant — This is an individualized program set up for kindergarten through Grade 3. Teachers may select one or two students at a school who are having particular problems with aggressive behavior. Parents are involved from the onset, and specific interventions are set up to help the child develop positive social skills. If this approach is not successful, parents are given the opportunity to meet with a therapist from Wilder Child Guidance Clinic. The therapist conducts three home visits, then the fourth meeting is held at school, and a home/school plan is developed. The role of the psychologist is to: 1) help teachers broach the topic with parents; 2) discuss background information with the consultant and monitor progress; 3) schedule and facilitate a home/school summary meeting and develop a plan for follow-up.

Restitution and Choice Theory

A major emphasis in the last two years has been Restitution and Choice Theory. The idea of restitution, based on the work of William Glasser and Diane Gossen, was written into our discipline policy and we are in our second year of training. The training sessions have consisted of workshops from Diane Gossen and then follow-up inservice at the building level. This is an opportunity for the psychologist to present the Restitution concepts with the assistance of any staff who have attended the initial training. We have developed curriculum and lesson plans at all levels. For example, we have developed an elementary curriculum that focuses on "baby steps," the first five skills a student must have to be able to engage in restitution. The lesson plans include skills in the areas of 1) the five basic needs; 2) developing a personal belief system; 3) developing a classroom belief system; 4) the best person I can be; 5) it's okay to make a mistake; 6) how to make it better; 7) better ways to meet

my needs; 8) does it really matter? and 9) self-evaluation. This has also been implemented at all levels from Early Childhood Family Education through Grade 12.

Just recently, we have decided to use the term "Responsible Choices" when implementing our curriculum. A role for the school psychologist is to take the lead by presenting these ideas to the P.T.O. and/or Site Council and encourage their participation.

Evaluation

An important concern for us is to try and evaluate the effects of our interventions, particularly as they relate to restitution. We are in the process of creating a plan that will enable us to begin collecting data. At this point in time, we are focussing on the following skills (to be tested on a pre/post model):

Students will: 1) reduce ineffective choices.; 2) increase moral development; 3) be able to articulate personal beliefs; 4) be able to create an appropriate restitution; 5) shift locus of control from external to internal reference.

We will also attempt to develop a profile for embedded case study. We are currently trying to identify existing instruments to measure these skills. We are having particular difficulty with locus of control, a construct often referred to, but so far a literature review hasn't revealed a specific instrument.

We anticipate that the evaluation process may be somewhat slow. Reality has raised its ugly head in that the budget for crisis intervention has been cut, and one of the items dropped was evaluation. We still plan on continuing our process but we may need to start on a small scale.

Anne O'Brien is a school psychologist in the Rosemount-Apple Valley (MN) Independent School District. If you have suggestions for locus of control measures or would like more information about this project, contact Anne at Southview Elementary School — (612) 431-8370 or at the School of Environmental Study — (612) 431-8750, or call her collect at (612) 447-5813.

— FROM NASP COMMUNIQUÉ, OCTOBER 1997, (VOLUME 25, NO. 2)

Video Reviews

Break It Up — Managing Student Fights
Research Press, 1995
Reviewed by Elaine Lukenda

Narrated by Arnold P. Goldstein, the video offers an opportunity to observe and model the application of nine steps designed to focus teachers' attention and actions in the high pressure, emotional situations that characterize student fights. Based upon the review of research on aggression management and anecdotes of in-school fights described by teachers from across the country, the sequence of steps clarifies what to do as well as what not to do to deescalate student aggression. The nine steps consist of (1) Making a Quick Assessment of the Fight Situation; (2) Calling for Help; (3) Using Defusing Tactics to Calm Disputants; (4) Separating Disputants Safely; (5) Controlling the Fight Scene Crowd; (6) Interviewing the Disputants; (7) Taking Appropriate Disciplinary Action; (8) Debriefing Student Bystanders; and (9) Attending to Your Own Emotional Needs. Explicit and realistic examples of the technique are presented for each of the three grade levels (elementary, middle and high school) of students in different settings (school hallways, classrooms and cafeteria). The actors represent both genders and a diversity of racial backgrounds.

Effective Discipline for Parents:
A Practical Guide for Managing Difficult Behavior
by David A. Kilpatrick, Casey & Kirsch
Syracuse NY, March 1992
Reviewed by Mary F. Brown

The author presents the Effective Discipline Approach in a videotape/handbook format.

The Effective Discipline Approach is a two-step process. The program is simplistic in nature, but potentially effective if the materials are perused thoroughly and instructions are followed adequately. The videotape lasts for 1 hour and 6 minutes. All components of the Effective Discipline Approach are presented in a lucid fashion with explanations and clarifications that underline the common sense basis for this approach. Viable methods are presented which enable the parent to deal with and correct unacceptable behaviors.

Positive Adolescent Choices Training — PACT
A Model for Violence Prevention Groups
with African American Youth
Executive Producer, W. Rodney Hammond, Ph.D.
Associate Producer, Betty R. Yung, Ph.D.
Research Press

The PACT program is a culturally sensitive video which provides a detailed model for planning, organizing, and conducting violence prevention groups specifically designed for African American youth.

PACT focuses on the problem of expressive violence, which often involves physical conflict between family, friends, or acquaintances. This type of violence is preventable and yet represents the greatest threat to adolescents. It is frequently triggered by trivial arguments over clothing, boyfriends, girlfriends, or perceived insults.

The PACT program was developed to help reduce youth violence by teaching adolescents the skills they need to deal calmly and effectively with anger-provoking situations. It is an excellent prevention program for all students, including those who exhibit behavior problems or those with a history of victimization or exposure to violence.

Bullying Fact Sheet

by George Batsche and Benjamin Moore

Definition of a "Bully"—A bully is a child who fairly often oppresses or harasses someone else; the target may be boys or girls, the harassment physical or mental (Olweus, D.). Bullies are usually boys, although girl bullies do exist.

Definition of a "Victim"—A child who for a fairly long time has been and still is exposed to aggression from others; that is, boys or possibly girls from the child's own class or maybe from other classes often pick fights and are rough with them or tease and ridicule them. Two types of "victims" emerge:

- "Passive Victims"—Anxious, insecure, appear to do nothing to invite attacks and fail to defend themselves.
- "Provocative Victims"—Hot-tempered, restless, create tension by irritating and teasing others and attempt to fight back when attacked.

Some Facts About the Bully Problem

- Approximately **one in seven** school children is either a bully or a victim.
- This affects approximately 5,000,000 elementary and junior high school students in the United States.
- Approximately 282,000 students are physically attacked in America's secondary schools each month.
- An estimated 525,000 attacks, shakedowns and robberies occur in an average month in public secondary schools.
- In a typical month about 125,000 secondary school teachers (12 percent) are threatened with physical harm and approximately 5200 actually are physically attacked.
- **Almost 8 percent of urban junior and senior high school students miss one day of school each month because they are afraid to attend.**

Why Do Some Children and Adolescents Become Bullies?

There is no "one reason why a child might become a bully. However, we do know what types of circumstances will likely help a child develop bully behavior. Bully behavior is developed mainly as a result of factors in the **environment**. This environment includes the home, the school and the peer group. **Bully behavior is learned**. The good news is that because the bully behavior is learned, it can be unlearned, particularly if we do something about it when children are young.

What Factors in The Environment Will Likely Contribute to a Child Becoming a Bully?

- **Too little supervision of children and adolescents.** Without supervision, children do not get the message that aggressive behavior is the wrong behavior to have.
- **Bullying pays off.** Many children learn at a very young age that when they bully their brother sister or parents that they get what they want. Often we are too busy or too tired to "fight" with the child so we just give in. Each time we give in when the child is aggressive or just plain obnoxious, we are giving the child the message that **bullying pays off**.
- **Do as I say, not as I do.** Some children seem more likely to imitate adult aggressive, bullying behavior than other children. In some families, when children are punished for aggressive behavior (even if they see it in their home) they stop being aggressive. For most children, however, if they see aggressive behavior they will imitate it. When parents fight and one parent intimidates the other and "wins," the child gets the message that intimidation gets you what you want.
- **Harsh, physical punishment.** Although spanking a child will often put a stop to the child's behavior, spanking that is too harsh, too frequent or too physical teaches a child that it is OK to hit other people. In particular, this teaches a child that it is OK for bigger people (parents) to hit little people (children). **Bullies usually pick on younger, smaller, or weaker children.** They model, in their physical attacks, what happened to them **personally** in the home. **The worst thing that can be done is to physically punish a bully for bully behavior.**
- **Peer group that supports bully behavior.** Many parents do not know what their children are doing with the peer group. Their child may be running with other children who advocate bully behavior. In order for the child to "fit in," the child must bully like the peers.
- Getting more negative than positive messages. Children who develop bully behavior feel that the world around them (home, school, neighborhood) is more negative than positive. These children have more nega-

tive comments (get yelled at, told that they are wrong) than positive comments. They expect the world to be negative with them so they attack first. By picking on others, they feel more important and powerful. If they cannot feel important because parents and teachers make positive comments and "reinforce" them, then they will feel important in negative ways.

- **Poor self-concept.** Children who get more negative comments given to them than positive ones will develop a poor self-concept. These children then believe that the only way to be "accepted" is to pick on others.

- **Expecting hostility.** Because of the negative messages received and the poor self-concept, bullies expect their parents, teachers and peers to pick on them, blame them or otherwise humiliate them. Therefore, they attack before they are attacked, even when in reality they were not about to be attacked. They assume hostility when none exists. In many ways, the bully's philosophy is, "**The best defense is offense.**"

School Factors

- Larger schools report a greater percentage of violence.
- Schools with clear rules of conduct enforced by the principal report less violence.
- Schools with students that report fair discipline practices report less violence.
- Small class size relates to less violence.
- Schools where students mention that they are in control of their lives report less violence.
- A principal who appears to be ineffective or invisible to students reports more violence in that school.
- Schools with principals that provide opportunities for the teachers and students to be participatory members of decision-making report less violence.
- Cohesiveness among teaching staff and principal relate to less violence.

Why Do Some Children and Adolescents Become Victims?

Less is really known about "victims" but there is some information which will help us understand the victim situation to some extent.

- Most victims are anxious, sensitive, and quiet.
- Victims generally do not have many, if any, good friends at school.
- Victims seem to signal to others that they are insecure and worthless children who will not retaliate if they are attacked or insulted.
- Bullies often target children who complain, appear physically weak, seek attention from peers and adults and seem emotionally weak.
- These children may be overprotected by parents and school personnel and are therefore unable to develop coping skills on their own.

What Can Be Done About the Problem?

In General

- A strong commitment is needed in the home and school to change the behavior. Parents need support from school and mental health/community workers to enforce positive behavior patterns. **Parent training is essential.**
- Specific training is needed in the social skills that the child lacks to get along with other children. This can be dome in school through social skills training and in the home through increased supervision, more positive discipline and modeling.
- Increase, significantly, the amount of positive feedback that the child gets in the home and the school.
- The pattern of bullying begins at an early age; as early as age 2. Early intervention is essential. The older the child becomes, the more difficult change will be. After age 8-10, change is very difficult.
- Develop a strong value system in the home and in the school that gives a clear message that bully behavior is completely unacceptable.

Specifying Things To Do in the Home

- If you have a serious bully or victim problem, contact the school psychologist in your child's school building and ask for help. In the meantime, the following steps will significantly help the problem.
- Be sure that you are being as positive as possible with your child. Shoot for 5 positive comments for every negative one that you direct to your child. You will

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have to work very hard and "catch them being good."

- Do not use physical punishment. Instead, use removal of privileges, time spent in their bedroom, work tasks around the house or helping younger children in the neighborhood or in the home as a consequence for bully behavior.

- When you see your (or another) child engaging in bully behavior, put a stop to the behavior immediately and have the child practice a more appropriate behavior instead. For instance, if you have a child who pushes his sister away from a toy in order to play with it, have the child practice (at least 3 times) asking for (and receiving) the toy the correct way.

- If the child is a victim, have the child practice telling the bully to, "stop bothering me" and then have the child walk away. The parent should be there to supervise the behavior of the bully and the victim.

- Parents must model, or show, the children in the home behavior between adults or between adults and children that is not bully behavior. If the children see parents yelling and bullying each other or if this is how the parent talks to the children, then the child will do that behavior as well. Remember to operate from the "**Do as I say AND as I do**" point of view.

- Supervision is of great importance. If you can, supervise the situations in which your child will have the opportunity to become either a bully or victim. If you cannot supervise the children under those circumstances, try to find someone who can. If you cannot supervise and cannot find someone, then do not allow the child to participate in that situation.

Specific Things To Do in the School Setting

- Establish a school climate that clearly and emphatically disapproves of bullying. This can be accomplished through school-wide campaigns (including contests, posters, parties, dances, school events) that support behaviors which are the opposite of bullying. These behaviors can include "buddy systems," cooperative learning, peer tutoring, big brother-big sister programs and others.

- Establish a climate in which rules of conduct are enforced and are developed by the students and teachers cooperatively.

- Discipline practices should emphasize restitution and positive practice rather than expulsion, paddlings, and humiliation. That is, when students are caught bullying they should apologize, demonstrate the correct behavior, and then have to spend a specified period of time helping (public service) younger, less able children.

- Teachers and administrators should work to increase the number of positives directed toward children on a daily basis. The ratio, just as in the home, should be approximately **5** positives for each negative. Teachers must "**catch them being good.**" This may be difficult but the teacher will have to give positives for behaviors they usually take for granted. The situation may occur where the teacher will have to "set up" a situation in order to give positives. This might include sending an older "bully" to a younger class in order to help a particular student with an academic exercise. The "bully" can then receive recognition for this behavior.

- In classrooms where there are a number of students with the "bully" problem, the use of social skills training sessions throughout the year may be necessary. If the teacher is unfamiliar with these skill training sessions, a call to the school psychologist can help with materials and technical assistance.

- On a building level, the establishment of a "discipline" committee is suggested. The purpose of the committee would be to identify the five top discipline problems in the school and to develop intervention plans that will be implemented regardless of where in the school the problem behavior occurred. The discipline measures should emphasize restitution and positive practice, not physical punishment, exclusion, or humiliation.

- Although it is very difficult to justify, bullies should not be removed from the school setting unless absolutely necessary. The teaching of social skills, the value campaign against bully behavior and the increased number of positives directed toward bullies for appropriate behavior are more productive, in the long run, than exclusion.

The above are only examples of where to begin thinking about and acting on the problem.

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Position Statement: School Violence

Children and youth are the victims of more crimes than any other age group in the United States today. Violence against children in any setting is disturbing; when it occurs at school, it is especially destructive, and swift action must be taken to ensure the safety of all students and the staff who care for them. The National Association of School Psychologists resolves to help rid America's schools of the destructive influences of violence in all its forms. This can be accomplished through prevention programs, through direct assistance to victims of school violence, through efforts to reduce the incidence of future violence by perpetrators, and through joining other community groups to sponsor anti-violence initiatives.

Violence in schools violates fundamental assumptions that society holds about the role of schooling in the lives of children and youth. When parents leave their sons and daughters at the schoolhouse door each day, they trust that their children will be cared for and safe. When violence occurs at school, this trust is broken in profound and permanent ways. For this reason, NASP believes that schools are rightfully held to a stricter standard than are other segments of society.

School violence threatens the physical, psychological, or emotional well-being of students and school staff. These threats may occur on school grounds or at school-sponsored activities, and they include but are not limited to physical assaults with and without weapons, bullying, and social isolation. To reduce school violence, schools must ensure that no harm comes to anyone on school campuses at any time. To achieve this goal, efforts must be made to reduce obvious aggressive and illegal behaviors as well as other behaviors that, while not illegal, may damage a student's development and negatively affect school climate.

Creating Safe Schools

Schools must maintain campuses that are safe and conducive to learning. NASP believes that efforts to create safe schools can take many forms. Essential actions include but are not limited to intervening with aggressive students, implementing victim support programs, establishing school-wide violence prevention programs, and improving school climate.

Intervening with aggressive students: As a result of public demands to respond punitively to threats of violence at school through "zero-tolerance" programs, schools often focus disciplinary actions on perpetrators of violence. Policies that focus only on catching and punishing violent behaviors fall far short of the goal of creating a safe school environment. As alternatives to practices such as corporal punishment and ceasing educational services, NASP promotes the use of positive methods of school discipline such as crisis intervention and the application of behavior management principles and strategies. Schools must also make efforts to modify the behavior of students who have engaged or are at risk of engaging in violent behavior. NASP strongly supports systematic efforts to teach social skills and self-control to children and youth as part of a school-wide plan to create a safe and healthy climate conducive to learning.

Implementing victim support programs: Meeting the needs of victims appears self-evident. However, survey data show that most schools respond to antisocial and aggressive behaviors through disciplinary action against the perpetrators, while neglecting to provide appropriate support and counseling for victims. Children who have been the victims of school violence perceive schools as failing to protect them, and as a result they may feel threatened and unsafe while at school. These children display many characteristics common to individuals with Post Traumatic Stress Disorder, including blocked learning and symptoms of serious emotional problems. NASP strongly supports the availability of counseling and recovery programs for victims of school violence.

Establishing school-wide violence prevention programs: NASP encourages the implementation of programs designed to teach peacemaking, peer mediation, and conflict resolution. Such programs are natural bridges between interventions that focus on individual change and those seeking to change the ecology of the school at the organizational level.

Improving school climate: A comprehensive program to reduce school violence includes efforts to affect the general climate of the school itself. Such programs may not focus on specific violent behaviors directly but seek to change the conditions that are, directly or indirectly, conducive to violent acts. Individualized instruction and remedial support where needed can reduce academic failure and frustration that may contribute to violence. Programs to decrease racism and other forms of intolerance, increase appreciation of diversity, and improve levels of trust can also decrease violence by creating a climate of acceptance and understanding and by improving the quality of the relationships among and between students and staff.

While school violence may engender a desire to discipline the aggressors harshly, NASP urges school personnel to temper disciplinary responses with efforts to promote cooperation, positive social skills, and peaceful means of resolving conflicts. Addressing school violence must go beyond increasing campus security and establishing procedures to apprehend and punish students who have violated school rules. A comprehensive campaign to end school violence must also encompass efforts to increase support, trust, and caring among students and staff.

Role of the School Psychologist

First and foremost, school psychologists can take a leadership role in encouraging schools to develop a comprehensive approach to violence reduction. School psychologists are trained to a) respond to crises spawned by violence; b) counsel victims; c) implement prevention and intervention programs designed to reduce aggressive behaviors among youths and others; and d) consult with school staff implementing social skills programs and other programs designed to teach peaceful ways to resolve conflicts. These are essential components of a comprehensive school safety plan.

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Disciplining Students With Disabilities

by Kevin P. Dwyer, NCSP
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A child runs, out-of-control, down the busy school hallway and punches another child who is quietly waiting in line outside her classroom. She starts to cry while the disruptive child continues down the hall, not responding to the teacher aide's commands to stop. Another adult says, "He's special ed, there's nothing that we can do. You can't send him to detention. I'll tell his teacher." The aide is frustrated and upset as she comforts the crying child. A child, who is labeled seriously emotionally disturbed, sets a trash can on fire. When brought to the principal's office the security specialist is told that it is a manifestation of the child's disability and the usual disciplinary procedures will not be followed. The security specialist leaves muttering, "Those kids get away with murder!" Both examples are serious, wrongful misunderstandings of the procedural safeguards of the Individuals with Disabilities Education Act. IDEA procedural safeguards were designed to assure that students with disabilities (receiving special education and related services) were not arbitrarily removed from their parent-approved program without consent and were guaranteed a free and appropriate public education (FAPE) within the least restrictive environment(LRE).

There is nothing in IDEA which restricts schools from disciplining children with disabilities. In fact, some would say that by not addressing these dangerous behaviors the student with special needs is not receiving an "appropriate" education. Both of these children may need specialized services to change the disruptive and dangerous behavior to make sure whatever discipline is used works in preventing a reoccurrence of that behavior.

This article is designed to provide a set of practical concepts which are believed to improve the chances that positive behaviors will increase and negative behaviors will decrease among children with disabilities who warrant special education and related services under IDEA. Some of these concepts may also be applied to other troubling students. Regardless of classification of student, all interventions should be evaluated as to their effectiveness. We know, for example that expulsion may result in a positive behavioral change for some students but that it may be ineffective or increase negative behavior in others. Research shows that when education is disrupted by long absences (such as expulsion) the likelihood of dropping out increases dramatically and that children with special needs are more likely to drop out and never complete a diploma, remain unemployed and economically dependent. Expulsion may be a deterrent for many students who worry about their academic progress and who hold to a high standard of behavioral control. The threat of expulsion may be one small component of a comprehensive discipline plan. However, there is little known research as to the actual effectiveness of expulsion in improving school discipline.

The materials contained in this article are based upon several resources and the author's 30 years experience as a school psychologist. Many of the steps noted below are found in the practices of several school districts. A "best practices" example which this document follows is the policy of the Parkway School District in Missouri (Contact person: Randy King 314-415-8061) These steps have been modified to conform with the author's interpretation of the 1997 Amendments to the Individuals with Disabilities Education Act (IDEA'97). IDEA was amended to better ensure that children with disabilities who have behavior that blocks learning have those behaviors addressed within their IEP. Although this was expected practice prior to IDEA'97 it was seldomly practiced and children with such needs were underserved, punished and too frequently dropped-out of school. The amendments also balanced intervention with safety, allowing schools staff to remove children from their school for possession of a weapon or drugs (including drug sale or use). One remedy allowed by the IDEA'97 is placement in a 45-day alternative place-

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Summary

NASP recognizes that violent acts, wherever they occur, have complex origins and consequences. Efforts to reduce violence at school, therefore, must be multi-faceted. A successful program will ensure the ongoing safety of all students and staff both by creating conditions that discourage violence and by responding quickly and effectively when violence occurs. To be truly comprehensive, however, a violence reduction program will seek to influence student attitudes toward violence, teach students and school staff effective conflict resolution skills, and work to create a climate that promotes tolerance and understanding among students and staff. Such a program will be most effective when blended within broader violence prevention efforts involving local law enforcement, juvenile probation, public health personnel, and other parent and community groups. When an entire community commits itself to reducing violence, the future health and well-being of its children and youth can only be enhanced.

—ADOPTED BY THE NASP DELEGATE ASSEMBLY, JULY 14, 1996

Supporting information:

Furlong, M.J., & Morrison, G.M. (Eds.) (1994). Mini-Series: School Violence. *School Psychology Review, 23,* 139-262.

Furlong, M.J., Babinksi, L., Poland, S., Munoz, J., & Boles, S. (1996). Factors associated with school psychologists' perceptions of campus violence. *Psychology in the Schools, 33,* 29-38.

Furlong, M.J., Chung, A., Bates, M. & Morrison, R. (1995). Profiles of non-victims and multiple victims of school violence. *Education and Treatment of Children, 18,* 282-298.

ment. Other options could be tried, including parent supported change in placement and IEP. More complex is the removal by hearing examiner of a child when there is a preponderance of evidence that maintaining the child in the present placement is substantially likely to result in injury to the child or to others.

It is hoped that these principles will increase positive behavior conducive to learning and reduce the need to use expulsion and suspension as interventions for behavior problems. Positive interventions will also increase classroom teacher and parental support for such actions taken to improve school discipline and safety.

School's Responsibility to Maintain a Safe Environment Conducive to Learning

1. School systems have the legal responsibility to maintain safe, violence free schools. Part of that responsibility includes the establishment of a code of conduct including specific consequences for violations of the code of behavioral conduct. School authorities have the right and responsibility to discipline children (including the removal of children from their present school) when those children violate school rules, by engaging in conduct which materially and substantially disrupts the rights of others to be physically safe and to be educated. When conduct endangers the student, or other students, temporary removal of that student may become imperative. Schools also have these rights and responsibilities when students with disabilities violate school rules, causing disruptions or danger to themselves or others.

All students have the right to know the rules of conduct and to learn to master school rules. All children learn differently. Many children learn intuitively through observation, experience and encouragement. Many other children need further assistance and instruction in order to master developmentally appropriate behavior enabling them to attend, learn, share and cooperate with other children and adults. As school psychologists we know that knowledge and demonstrated skill are required before we can presume a rule is "learned." The level of learning also varies and it is important for schools to acknowledge marginal, minimal and developmentally standard levels of mastery.

Students with disabilities who are in need of special education and related services have, by definition, problems in learning and skill development. Unlike their non-disabled counterparts, they may, in some cases, have difficulty demonstrating socially appropriate behaviors. Unlike their non-disabled peers they also have a continued right to a free and appropriate public education within the least restrictive environment even when their behavior violates a discipline rule or code.

When any child, disabled or not, has been found to violate a code and disciplinary action is proposed that child has rights under such circumstances to challenge the reason for the action, including the right to prove that the accusations are false, distorted, exaggerated or based upon racial, ethnic, gender or even disability bias. All students have the right to challenge the severity of the consequent disciplinary action recommended by the school authorities.

Responsibility to Teach Code of Discipline to All Students

2. Schools have the responsibility to make sure that all children attending, including those receiving special education and related services, are familiar with the discipline code and that their families also have the opportunity to know and understand the code. Parents of children with disabilities should be given the opportunity to discuss the discipline code when it is a concern for their child and to be partners in finding effective ways of assisting in maintaining the code and its intent. Parents are allies in helping predict problems related to codes of conduct and their individual child's strengths and needs. Such discussions can generate IEP goals as well as necessary exceptions that may prevent the child from meeting a requirement of the school's code.

The IEP as Vehicle for Effective Behavior Management

3. Children who have disabilities which cause them to be unable, as a result of those disabilities, to understand or respond appropriately to components of a discipline code or school rule should have those exceptions incorporated and addressed in their IEP. IEPs are designed to address both traditional academic needs and in "meeting each of the child's other educational needs that result from the child's disability." The law also says that schools shall consider when needed, "strategies, including positive behavioral interventions, strategies and supports to address that behavior" that impedes learning.

Examples of IEP Discipline Issues

A student with Tourettes syndrome may repeat vulgar, obscene words or bark over and over. Obscene language may violate the discipline code but in this child's case is out of the control of the child. The special education and related service program should, working with the child, family and physicians, determine the best possible plan to reduce and compensate for the disruption that this syndrome causes. Another child may be extremely cognitively challenged and need very concrete examples of what the school discipline code means, just as a child who is deaf or visually impaired needs special accommodations. Children with attention deficit disorder, generally, should not be suspended for inattention but their IEP should contain goals, support and specialized help in increasing attention and sustained effort. The same can be true for a child who is severely depressed or withdrawn and therefore inattentive. This behavior should also be comprehensively addressed to increase learning and productivity. A child with autism who bangs her hand on her desk over and over cannot be treated the same as a child or group of children who are doing the same thing to deliberately disrupt the class. A child who cannot speak clearly or communicate feelings or ideas can become extremely frustrated and may stomp out of the class or toss his pencil across the room. Training in finding alternative methods for communicating and for coping with frustration must be in place before the disruptive behavior becomes rou-

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tine and results in disciplinary action which may only increase the disruptive behavior.

All of the above examples require an effective individualized intervention plan documented in each child's IEP. If such a plan did not exist and a disciplinary action were taken resulting in a suspension, expulsion, an arbitrary change-in-placement or illegal removal form FAPE it would be a violation of the child's civil rights.

Responsibility of the IEP Team to Address and Prevent Behavior Problems

4. It is the responsibility of the IEP team to review the discipline code and determine what specialized help and instruction the child may need to understand the code and consistently demonstrate the appropriate classroom and school behaviors conducive to learning. The team should identify and address the difficulties which may occur that may be related to the child's disability and to establish plans that will reduce the chance that such infractions will occur. The team should plan to provide adaptations and compensations for those behaviors which require an intervention plan and also address those behaviors which may remain unchanged due to the complexity of the disability. Behavioral goals, like goals for reading or other elements of the general curriculum should be incorporated into the IEP and not be developed as a separate document or plan. To design a separate "behavior plan" implies that such plans should be treated differently divided from academic functioning. Distinct "behavior plans" could also cause prejudice and establish a sub-set of children within special education (those with behavior plans). There is evidence that effective academic individualized goals and services reduce frustration and behavior problems.

Behavioral IEP Goals, Parent Involvement and Services

5. A child with a disability and the family or parent surrogate should be aware of the discipline code and the consequences for violating each component of that code. Parents can assist the school in finding effective strategies for positive behavioral interventions and goals for the IEP. They should participate in the IEP development to help determine what exceptions to the discipline code are necessary and the behavioral goals designed to progressively address those exceptions to reduce behavioral difficulties. These plans should include the special education and related services interventions designed to assist the child in maximizing her/his social responsibility. Behavioral goals, as with academic goals, should be measurable, reviewed and modified as needed. As with other goals, services and interventions, frequent review is imperative to success.

Problematic Patterns of Behavior and Prevention

6. Children with disabilities who begin to demonstrate a new pattern of behavior which may result in behavior problems leading to suspensions should cause the school to initiate an IEP meeting to assist in determining if additional interventions or modifications in the IEP are needed to change that pattern of negative behavior. Such interventions may reduce the chances of the child accumulating a series of suspensions which may, over time, constitute a inappropriate "change in placement." Any behaviors which block learning and the success of the educational program should be addressed. When the behaviors are not related to the disability it remains important to both address the problems and to restate the pattern of code violations and the consequences for those violations to the child and parent. School and parents should work cooperatively to change the pattern of negative behavior. The school should support the parent in securing other resources to assist in positive behavioral change and work cooperatively with those resources.

Weapons and Drugs

7. Weapons violations require quick and deliberate administrative action. When a child with a disability violates a rule involving weapons, safety should be the priority both for the child and others. If the local school rules mandate "automatic" expulsion and notification of the police a written notice of such action must be made available to the parents. Weapons must be clearly defined in the code of conduct. IDEA requires initiating an IEP meeting within 10 calendar days. An ordinary expulsion (lengthily removal from educational opportunity) is no longer permitted for children with disabilities who violate weapon laws. Removal from special education services for more than ten days violates the child's right to FAPE. IDEA'97 does not use the term "expulsion" but uses the term "a change in the placement of a child with a disability."

Drug use and possession is also intolerable in schools. Drug use can endanger both the user and peers. It is also a violation of state and federal laws and may involve police action. Schools should be aware that drug use and addiction can be higher among some groups of children with disabilities. Drug use, abuse and addiction requires professional intervention which frequently includes drug treatment and physical monitoring. A review of the IEP and a functional assessment may control some of the related behaviors demonstrated by a child with a disability who is a drug abuser but drug use and addiction requires assessment and intervention beyond the IEP team's skills and may require interagency involvement. Drug possession should not be dismissed as unrelated to disabilities since some youth may be cognitively unaware of what they possess.

The IEP team is now required to review and modify the IEP to address that behavior. If the behavior was not already addressed on the IEP, the IEP team should implement interventions and goals to address that behavior. The law also requires a "functional behavioral assessment" when such behaviors have not been addressed. A true functional behavioral analysis or assessment cannot be effectively carried out as proposed in the law. Such assessments require a series of observations by highly qualified professionals who already know the child in depth including the child's strengths and needs. Such an assessment should also follow the guidelines

of any review, reevaluation or assessment according to the law's requirements for reevaluation. In other words such an assessment should consider the existing IEP goals and services as well as what is needed. School psychologists should be involved in this review as the persons most qualified to address behavior and learning. They should become involved in assisting in developing the most effective disposition as soon as possible.

Likely to Result in Injury

A child with a disability who causes injury to self or others cannot be placed in a different program or have her\his IEP changed without parental consent. When the parent does not consent a hearing officer can be requested to determine if a change is required when there is a preponderance of evidence presented to the hearing officer "that maintaining the current placement of such child is substantially likely to result in injury to child or to others." The hearing officer is required to examine the information (evidence) to determine the above as well as the "appropriateness" of current placement, including the reasonableness of the school's services, interventions, aides and other efforts to minimize the risk of harm related to that behavior within the current placement. The hearing examiner must also examine and ensure that the interim alternative 45-day placement provides effective IEP services to ensure FAPE, including participation in the general curriculum.

Manifestation Review

8. When the IEP has already addressed problem behavior the team has valuable information about the relationship between the child's disability, the behavioral concerns, the make-up of the IEP and classroom, including the services provided. When a suspension or 45-day alternative placement is recommended the IEP team assisted by qualified professionals determine if the student's behavior (misconduct as defined) is related to the disability and whether the current services are appropriate by evaluating all factors related to the students behavior and IEP. This should include the review of the interventions tried and services provided to prevent the presenting problem. Such a review should be comprehensive and focus on multiple factors and not merely the behavioral goals on the child's IEP.

The determination of a behavior being a manifestation of the child's disability can be a complex process. It must be determined by qualified professionals, on an individual, case-by-case basis. It cannot be determined by the child's label or category. For example, a label of "emotionally disturbed" does not, itself, imply a manifestation of the disability. A behavioral goal or its absence does not determine manifestation. It is not decided by the "ability of the child to determine right from wrong." Under IDEA a manifestation determination must include an analysis of the child's program as well as the child's physical, cognitive, developmental, mental and emotional challenges. The child's behavior may be considered not related to the disability if the disability did not impair the child's understanding of the impact of the serious consequences of the behavior and the disability did not impair the ability of the child to control the behavior. These factors must be viewed in the context of the ecological factors and IEP services and goals.

It is best practice that the school psychologists assisting in such a determination knows the child and the child's program. School, classroom and external factors can result in additional inappropriate and dangerous, responsive behaviors from a child with disabilities. Factors within the school environment that can be addressed within that least restrictive environment should be addressed in a manifestation review to prevent inappropriate recommended changes in placement.

When a Manifestation of the Child's Disability

9. When the dangerous behavior is the result of the disability, expulsion is an inappropriate action. The child cannot be expelled for that behavior. However, this does not mean that the child must remain in the present placement. When it is determined that the placement or the IEP is not meeting the child's behavioral needs modifications should be made to IEP and, if necessary, the placement. Needed services, to assure that the behavior will be addressed and to prevent its reoccurrence. When dangerous behavior, such as weapons violations continue, a controlled, secure placement may be necessary. Any placement should continue FAPE as well as address the behaviors of concern. When parents have been involved in the development of the IEP, including behavioral goals and services, agreement is more likely to occur between school and family regarding modifications in the program and changes in placement.

When Not a Manifestation of the Child's Disability

10. A child with a disability whose dangerous misconduct is found to be not related to his/her disability (and whose IEP and program and services have addressed the child's needs) may be subject to the regular discipline code of consequences provided that the child continues to receive FAPE. The parent continues to have the right to appeal this decision and any decision regarding placement. Even when the behavior remains a perceived threat or danger to the child and/or others, FAPE should continue but may need to be provided within an a more restrictive alternative center where control reduces danger. Restrictive alternatives may include, for example, a juvenile detention center, residential treatment center or other secure facility. It is not in the child's, the school, community or family interest to maintain a child using an existing IEP and placement when weapons or dangerous behavior cannot be effectively addressed within that placement. It is in no ones interest to terminate FAPE to a child with a disability who is in need of special education and related services.

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Data-Based Decision Making: Assessing Progress and Evaluating Interventions

by Dr. Mark W. Steege, University of Southern Maine

School psychologists, along with other educational team members, share in the responsibility for monitoring the effectiveness of interventions. It is not sufficient to recommend an intervention and to casually inquire about its effectiveness (e.g., "Say, how has Steve been doing lately?"). Nor is it best practice to collaborate with team members in the design and implementation of a student-based intervention but never formally monitor student progress or evaluate the efficacy of the intervention. A best practices approach to determining the effectiveness of interventions involves direct measurement of student behavior and systematic methodology that empirically accounts for the observed behavior changes.

There are three advantages to evaluating the effectiveness of interventions: 1) The more precise our evaluation procedures, the more information we obtain about students. 2) By evaluating interventions across target behaviors, students, teachers, parents and settings, the school psychologist will identify a wide repertoire of potentially useful interventions. 3) On-going monitoring of student performance during the delivery of an intervention allows the school psychologist to identify specific procedural difficulties and make necessary modifications to intervention components, thereby increasing the intervention's effectiveness (Steege and Wacker, 1995).

Fairchild and Zins (1992) discussed the importance of outcome data as documentation for accountability and as a measure of both student progress and the performance of school psychologists. Outcome data provide information about specific changes in predetermined target behavior as a direct result of interventions implemented by team members. However, documentation of student improvement is not sufficient. To thoroughly evaluate interventions, we need to use a methodology that involves both direct measurement of student behavior and procedures for determining *causal* relationships between the intervention and outcomes. A causal relationship is one in which the intervention (independent variable) is responsible for any change in outcome (dependent variable). While outcome data are derived by measuring student behavior, causal relationships are validated through the use of specific methodology —single-case experimental designs—to verify that outcomes are attributable solely to the intervention and not to extraneous and/or confounding variables (Steege and Wacker, 1995).

Direct Measurement of Student Behavior

The best practices method of collecting outcome data is by direct and reliable measurement of student behavior. Direct measurement of student behavior enables the school psychologist to document significant, meaningful and socially valid outcomes. Direct measurement of student behavior involves observation of the student and recording of predetermined operationalized target behaviors. Specific methods include: (a) event recording, (b) duration recording, © time sampling recording, (d) partial internal recording, (e) whole internal recording, and (f) anecdotal recording. There are advantages and disadvantages of each of these methods, with the selection of measurement procedure determined by the nature of the target behavior(s) and setting characteristics. In general, the measurement procedure that will yield the most reliable and valid data should be selected.

Evaluating the Efficacy of Interventions

Single-case experimental designs enable the school psychologist to conclude with a high degree of certainty that the intervention was responsible for student behavior change (Rush, Rose, & Greenwood, 1988). Single-case experimental designs can be used to evaluate the efficacy of an intervention applied to a single student, several students, several behaviors exhibited by one or more students, or across several settings with one or more students and behaviors. In short, this methodology is very flexible and is tailored to match the specific characteristics of the student(s) and setting(s). In fact, the type of design one uses in the evaluation of an intervention should not determine the selection, design or implementation of intervention components. Rather, interventions should be based on thorough behavioral assessments and collaboration among team members with the method of evaluation identified as the one which best serves the needs of the student. Single-case methodologies that have routinely been used to evaluate student behavior change within school settings have included the following designs: (a) case study, (b) multiple baseline across students, behaviors and/or settings, © alternating treatments and (d) withdrawal/reversal.

School psychologists become accountable for their services by collecting data about student behavior and by establishing a causal relationship between an intervention and its outcome. This is becoming more important because consumers of school psychological services are increasingly interested in objective measures of treatment efficacy (Sulzer-Azaroff, & Mayer, 1991). Students, their families and the professionals serving them deserve objective analyses that demonstrate that interventions are responsible for improvement in student behavior. By using methods of direct measurement of student behavior and by packaging single-case experimental designs within our intervention methodology, we not only demonstrate the efficacy of interventions but we also increase the professionalism of school psychology and better serve the students and team members with whom we work.

References are available from the author on request: Mark Steege, University of Southern Maine, Department of Human Resource Development, 400 Bailey Hall, Gorham ME 04038.

— FROM NASP COMMUNIQUE, DECEMBER 1995 (VOLUME 24, NO. 4)

Promoting 'Fair Play' in Schools

by Felicia L. Wilczenski, Ruth Steegmann, Michelle Braun, Francis Feeley, Jennifer Griffin, Thomas Horowitz and Suzanne Olson

Bullying happens all the time
In class, at home, or in the lunch line
Bullies punch, kick, threaten, and steal
Then I don't have money for my lunch meal
They try to be cool by making others hurt
And that makes you feel like dirt
I don't know how they can stand to do such
If I tried bullying, I'd feel bad too much

— Tracy, Amy & Phil, Grade 5
FAIR PLAY Program Participants

Opinions about acceptable levels of aggression in children have fluctuated throughout this century. Aggression and conflict have been tolerated as well as encouraged to some degree. The prevailing wisdom has been that adults should not intervene in conflictual situations between children to avoid drawing attention to the conflict and to give children an opportunity to develop social problem solving skills on their own. An underlying assumption is that children in conflict are psychologically and physically equal, which is often not the case. Children initiating aggressive acts may interpret non-intervention by adults as tacit approval of their behavior.

Because of escalating violence in our nation's schools and neighborhoods, childhood aggression is now receiving intense public scrutiny. According to a report issued by the National School Safety Center (1989), bullying and victimization ranging from teasing and exclusion to physical violence that results in death are perhaps the most misunderstood and under-reported problems in schools today. Even though most victimizations are considered to be "bothersome" rather than "injurious" (Garofalo, Siegel, & Laub, 1987), the frequency with which students victimize each other warrants attention. Bullies and victims are an appropriate unit of analysis to study systems of violent behavior in schools and to address intervention or preventive efforts. Programs emphasizing the interactive nature of the bullying act are critical because the roles and responsibilities of both players are recognized. This article presents a primary prevention program (*Fair Play*) which promotes the development of prosocial behaviors and respectful interactions.

Intervention: Fair Play

School psychologists can take a leading role in preventing bully/victim problems by promoting norms of fairness. The first step is raising awareness about the bullying problem. Prior to implementing *Fair Play*, we surveyed parents, teachers and students about the scope of the problem of bullying in a suburban Buffalo, NY elementary school. Although parents and teachers rated bullying as only a minor problem at the school, 82% of 120 fifth grade students indicated that they observed instances of bullying recently and 55% reported having been bullied themselves. Girls reported witnessing significantly more instances of exclusionary bullying behavior, whereas boys reported observing more instances of physical aggression.

Primary prevention initiatives need to change school climate by encouraging prosocial behavior and respect for all students and by sending the clear message that oppression will not be tolerated. With those goals in mind, *Fair Play* was developed. The conceptual framework for this preventive program is systematic with the focus on the interpersonal aspects of the bullying relationship.

The rationale for the *Fair Play* program was derived by considering the motives for bullying as well as the link between victims and victimizers. Because needs for interpersonal power and for affiliation motivate bully behavior, group processes surrounding bullying were emphasized. Research suggests that bullies are not necessarily unpopular and may have a loyal following (Olweus, 1984). When bullying occurs in groups, there may be a diffusion of the sense of responsibility by participants or bystanders to assist the victim. Group dynamics need to be altered to reduce the status involved in colluding with bullies. Modeling altruism is critical to changing the current climate of schools. Victims and victimizers have learned debilitating antisocial patterns of interaction that need to be changed. In *Fair Play*, victim-centered socialization strategies (i.e., reparation and apology to encourage empathy with victims) are stressed. Because bullies and victims are deficient in leading and following skills, leadership skills of compromise and negotiation are an essential part of the program: Children are encouraged to accept others' ideas and to use following behaviors to negotiate the acceptance of their own play suggestions.

Fair Play uses sociodramatic techniques to clarify values, problem-solve, make decisions, gain greater understanding and practice new and more satisfying roles (see Moreno, 1953; Sternberg & Garcia, 1989). The goals of sociodrama include deep expression of emotion, gaining new insight through action, and practicing new social roles in a safe environment.

Fair Play activities have been implemented successfully with students in grades 3 through 6. Groups of 8 to 10 students with one leader seem to be a workable size to carry out the activities. Each session consists of brainstorming, warm-up activities, an enactment and a sharing period. Brainstorming is designed to elicit ideas about bully and victim problems from the students' perspectives. Various warm-up exercises are conducted, such as physical activities which engage participants' bodies, voices, emotions and imaginations, and which prepare participants to work together. Games of pattern ball or mirroring movements serve the purpose of getting acquainted and fostering group cooperation.

Next, an enactment is performed by members of the group which addresses an agreed-upon social situation or shared concern specifically about bully/victim issues. For example, the theme of an enactment may involve a child being teased or excluded when teams are selected in gym class. The purpose of the enactment is to help the participants work cooperatively and to examine their own thoughts and feelings

Continued on page 24

Changing Scenes and Challenges

Every generation of students attend schools beset with problems that are created by the political, economic, and social forces unique to their times, challenges that also provide opportunities for those willing to recognize them. It is no different with children attending school during the last decade of the 20th century. As we rapidly approach the next millennium, we find that perhaps more than ever, the school psychologist is perfectly poised to help lead schools through current difficulties to innovative, long-term solutions, turning challenges into opportunities for positive change.

Challenging Students. The student population entering America's classrooms is more challenging than at any time in our recent history. Forces that contribute to instability in schools and in the classroom include children who live in poverty, in single-parent homes, or in homes where both parents have to work long hours just to maintain a minimal standard of living, and families making frequent moves.

A Positive Picture. Despite the challenges, frustrations, and failure that have been met along the way, recent events give us hope. Well-respected researches have recently begun to argue that the picture given the American public of the status of students today is far bleaker than the reality. There are schools that work well and there are children who are resilient and withstand the negative effects of poverty and disadvantage. There are professionals committed to creating schools that serve the needs of communities with multiple stressors. In addition to examples of schools that work, one can find many examples of parents who recognize that their support of education is the single most important thing they can do to ensure the success of their children.

From: School Psychology: A Blueprint for Training and Practice II, *Jim Ysseldyke, Peg Dawson, Camilla Lehr, Dan Reschly , Maynard Reynolds, and Cathy Telzrow. Available upon request from the National Association of School Psychologists, 4340 East West Highway, #402, Bethesda, MD 20814, (301) 657-0270*

FAIR PLAY *continued from page 21*

regarding a wide variety of bully/victim predicaments. Participants experiment in solving problems and they strive to clarify their own values and to understand others. They explore their "role repertoires," examining both the adaptive and maladaptive behaviors exhibited in the roles of bully and victim and how behaviors can be changed. In helping students, group leaders emphasize altering group dynamics associated with bullying and focus on the plight of victims.

Following the enactment is the sharing period, during which time the group reaches closure by expressing feelings, asking questions, generating alternate solutions and planning what behaviors to bring into daily life to foster appropriate peer interactions.

Evaluation

Students (N=120) completed surveys both before and after participating in the *Fair Play* program. Results of pre- and post-intervention surveys indicated an increased awareness of various aspects of bullying behavior, suggesting that the students' understanding of bullying had been expanded. After the program, more students indicated a willingness to intervene in bullying situations, to assert themselves nonviolently or to obtain adult assistance. During follow-up interviews, six teachers whose students had been involved in *Fair Play* indicated that simply reminding students of the content of the program helped to defuse some instances of conflict in their classrooms.

Schools are being challenged to serve increasingly diverse student populations. Our hope is that *Fair Play* will promote norms of fairness in interpersonal relationships and a tolerance for differences among elementary and middle school students.

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Authors' note: A compendium of Fair Play *activities may be obtained at no charge by contacting the first author: Felicia L. Wilczenski, Ed.D., Department of Counseling and Educational Psychology, School Psychology Program, 108 Adams, Rhode Island College, Providence RI 02908.*

— FROM NASP COMMUNIQUÉ, OCTOBER 1995 (VOLUME 25, NO. 2)

Resource Guide

This resource guide is designed to be a reference list of books that are exclusive NASP publications as well as other valuable books about educational and mental health services for children and youth that have been carefully reviewed by NASP's publication committee to ensure high quality and relevance to the interests of school psychologists as well as school psychology trainers and students, special and regular educators, and healthcare and education professionals. All books are included in the Publications Catolog 97-98, Spring 1997 Edition, for a copy call NASP publications at (301) 657-0270.

Children's Needs II: Development, Problems and Alternatives
Edited by George G. Bear, Kathleen M. Minke & Alex Thomas
NASP Publications, 1997

Children's Needs II is divided into five major sections. Social Needs addresses social competencies and problem behaviors. Emotional Needs describes positive and negative aspects of emotional development. Academic Needs focuses on motivation, learning, and specific classroom practices. Family-Related Needs covers the implications of different family organizations, practices, cultures, and problems. Health and Wellness Needs offers insights into many common impairments, diseases, injuries, disorders, and problems - both physical and psychophysiological. Over 150 noted experts in school psychology contributed to this thoroughly comprehensive work, helping to integrate many different theoretical perspectives and domains into one outstanding reference.

Interventions for Achievement and Behavioral Problems
Edited by Gary Stoner, Mark R. Shinn & Hill M. Walker
NASP Publications, 1991

Understanding and Managing Children's Classroom Behavior
by Sam Goldstein
John Wiley & Sons, 1994

Behavior Change in the Classroom: Self-Management Interventions
by Edward S. Shapiro & Christine L. Cole
Guilford Publications, 1994

The Prepare Curriculum
by Arnold P. Goldstein
Research Press, 1988,

The Identification and Treatment of School Phobia
by Leslie Zeldin Paige
NASP Publications, 1993

Alternative Educational Delivery Systems: Enhancing Instructional Options for All Students
Edited by Janet L. Graden, Joseph E. Zins & Michael J. Curtis
NASP Publications, 1988

SOS Help for Parents
by Lynn Clark
Parents Press, 1996

Cultural Diversity and Social Skills Instruction
by Gwendolyn Cortledge & Joanne Fellows Milburn
Research Press, 1996

***Counseling the Culturally Different: Theory and Practice*, Section Edition**
by Derold Wing Sue & David Sue
John Wiley & Sons, 1990

***Counseling Across Cultures*, Fourth Edition**
Edited by Paul Pederson, Juris Draguns, Walter Lonner & Joseph Trimble
Sage Publications, 1995

Attention Disorders in Children: A Compilation of Resources for School Psychologists
Edited by Diane Smallwood
NASP Publications, 1997

Solve Your Child's School-Related Problems
Edited by Michael Martin & Cynthia Waltman-Greenwood
Harpers Perennial, 1995

The Equip Program: Teaching Youth to Think and Act Responsibly Through A Peer Helping Approach
by John C. Gibbs, Granville Bud Potter & Arnold P. Goldstein
Research Press, 1995

Childhood Bullying and Teasing: What School Personnel, Other Professionals, and Parents Can Do
by Dorothea Ross
American Counseling Association, 1996

Skills Training for Children with Behavior Disorders: A Parent and Therapist Guidebook
by Michael Bloomquist
Guilford Publishing, 1996

Coping in Young Children: Early Intervention Practices to Enhance Adaptive Behavior and Resilience
by Shirley Zeitlin & G. Gordon Williamson
Paul H. Brookes, 1994

Designing Interventions for Preschool Learning and Behavior Problems
by David W. Barnett & Karen T. Carey
Jossey-Bass, 1992

Skillstreaming in Early Childhood: Teaching Prosocial Skills to the Preschool and Kindergarten Child
by Ellen McGinnis & Arnold P. Goldstein
Research Press, 1990

Skillstreaming the Elementary School Child: A guide for Training Prosocial Skills
by Ellen McGinnis, Arnold P. Goldstein, Robert P. Sprafkin, & N. Jane Gershaw
Research Press, 1984

Skillstreaming the Adolescent: A Structured Learning Approach to Teaching Prosocial Skills
by Arnold P. Goldstein, Robert P. Sprafkin N. Jane Gershaw, & Paul Klein
Research Press, 1979

Book Reviews

Anger, Hostility, and Aggression: Assessment, Prevention and Intervention Strategies for Youth
edited by Michael J. Furlong & Douglas C. Smith
Brandon, 1994

Reviewed by Sandra Samuelson Thompson, M.A.

This book is a timely and valuable resource for school psychologists as well as other mental health professionals and educators. The book's fourteen chapters cover theory, ecological causes, and assessment as well as specific program packages for schools and families.

Anger Management for Youth: Stemming Aggression and Violence
by Dr. Leona Eggert
National Education Service, 1994

Reviewed by David K. Mullen, M.A.

This is a timely book, with violence pervading our culture and increasingly invading our classrooms. It should prove to be a good source to help address this problem. Perhaps the most useful aspect of this book is its "hands-on", user friendly approach, loaded with many helpful exercises, which do not appear to be "turnoffs" to the teenage student population. Its well organized chapters also provide excellent reinforcement of previously learned material. If you are considering doing group work with adolescents focusing on anger control, this book should prove to be a valuable tool.

Student Aggression — Prevention, Management, and Replacement Training
by Arnold P. Goldstein, Berj Harrootunian and Jane Close Conoley
Guilford Press, 1994

Reviewed by Elizabeth B. Roberts

The perception of the crisis state of student aggression and violence has resulted in varied efforts by educators to respond to the needs of these students. This volume is introduced with startling statistics in a historical perspective to emphasize the importance of society's role in the development of aggression, thus underscoring the need for "optimal combinations" of systematically implemented interventions. This concise overview of successful methods and programs of prevention and intervention covers responses involving both student-oriented and system-oriented techniques.

Positive Classroom Management: A Step-by Step Guide to Successfully Running the Show Without Destroying Student Dignity
by Robert DiGiulio
Corwin Press, 1995

Reviewed by Sally Suter Lownsbery

This book was written to help teachers be more effective in classroom management. The practical methods presented here use a positive and constructive approach rather than one that is negative and punitive. The Introduction discusses the benefit of a positive, prosocial approach and why it is necessary with the students we all have today. DiGiulio emphasizes that teachers today "May be our last, best, and perhaps only real hope for addressing the more serious issues that face our society: respecting human differences, honoring human dignity, and ensuring our survival as a people."

Part I talks about positive classroom management and how we must teach to transform the attitudes that fuel socially inappropriate behavior. Part II highlights three key dimensions to providing positive and effective classroom management: the Physical, the Instructional, and the Managerial. Part III provides step-by-step checklists for teachers to use in preparing for these three key dimensions.

This book is a wealth of information packed into just over 100 pages. Thus it is a "quick read"that can be of immediate help to any teacher desiring to focus on a positive management approach.

Anger Management in Schools: Alternatives to Student Violence
by Jerry Wilde

Reviewed by Jennifer Hoy, M.A., school psychologist, Zion, IL

In this book, the author presents a theoretical basis for his program as well as specific procedure for implementing an anger management program using Rational Emotive Behavior Therapy (REBT). This book is an effective tool for all educators and should be used by teachers, administrators and school counselors as well as school psychologists. The contents of the book include a description of anger and its effects on the learning environment; focuses on theories of anger in children and the cultural changes that have lead to children holding irrational beliefs which in turn lead to frustration and anger; explains the difference between Rational Emotive Behavior Therapy and other approaches to anger management as well as the philosophy of REBT; ways this program can be used with elementary and secondary students; and covers different types of anger and different therapeutic techniques used.

Behavior Change in the Classroom: Self-Management Interventions by Edward S. Shapiro & Christine L. Cole

Reviewed by Kathleen Minke, Ph.D., NCSP

This book provides information on a variety of self-management techniques. It presents a rationale for the use of these techniques and briefly reviews the literature regarding their efficacy. One chapter is devoted to contingency-based approaches, particularly self-monitoring, and another to cognitively-based approaches, such as self-instruction and stress inoculation. Additional chapters describe how the strategies can be used with students with severe disabilities and outline particular issues in implementation (e.g., choosing appropriate strategies, dealing with resistance, etc.).

Educational Resilience in Inner-City America: Challenges and Prospects Edited by Margaret C. Wang and Edmund W. Gordon Erlbaum Associates, 1994

Reviewed by Anita Saunders and Pamela Carrington Rotto

Educational Resilience in Inner-City America: Challenges and Prospects advances an up-to-date and intriguing discussion of resilience as an educational phenomenon and reviews research specific to conceptual and methodological considerations. The editors provide a good balance of research findings and implications which are tempered by study limitations and include practical applications for use with at-risk youth across home, school and community environments.

Creating the Peaceable School: A Comprehensive Program for Teaching Conflict Resolution by Richard J. Bodine, Donna K. Crawford and Fred Schrumpf Research Press, 1994

Reviewed by Nancy O. Schneider

Creating the Peaceable School includes two books: the Program Guide and the Student Manual. Topics covered in the books include: building an appropriate classroom which will allow a cooperative and supportive environment, understanding that conflict is a natural part of life and that it can be used to encourage new alternatives and self-enrichment, viewing peace as a behavior and not a goal in itself, empowering students to resolve their differences with mediation, exploring disputes and finding resolutions with negotiation, and group problem-solving.

The Acting-Out Child in the Classroom: Coping with Classroom Disruption by Hill M. Walker Sopris West, 1995

Reviewed by Stephani S. Cook

Acting-out behavior is becoming more and more common in today's classrooms. It is necessary for teachers and other school personnel to equip themselves with practical solutions to alleviate the problem. The Acting-out Child in the Classroom is an excellent guide for classroom behavior management. The book begins with an introduction which includes behavioral characteristics and typical settings for disruptive behavior of the acting out child. The author then analyzes common school and teacher attempts for controlling such behavior and general rules which are utilized in the classroom setting, pointing out why these strategies are usually unsuccessful.

The "meat" of this book is contained in chapters four, five and six in which the author thoroughly explains the assessment of acting-out behavior and provides specific, step-by-step techniques to be implemented with this population. The significance of teacher interaction and teacher expectations of children is addressed, as well. The book concludes with case studies of classroom situations, model interventions and suggestions for reintegrating acting out students from special placements into the mainstream classroom.

Break It Up — A Model for Safely Handling Student Fights and Aggression by Arnold P. Goldstein, James Palumbo, Susan Striepling, and Anne Marie Voutsinas Research Press, 1994.

This timely book is a teacher's guide to managing student aggression. It provides a comprehensive fight management system based on reports of 1,000 episodes of student aggression and its management from teachers of all grade levels in urban, suburban and rural school districts. It provides step-by-step procedures for establishing a team approach for safely handling student disruptiveness and aggression.

Check Out The National Mental Health and Education Center For Children and Families Web Page:

www.naspweb.org/center.html

Find information for parents and families, teachers, and administrators on a host of topics including school violence, bullying, grade retention, discipline, and model programs.

What is a School Psychologist?

School psychologists are found in every school system in the nation. Over 24,000 in number, they are highly trained in education, mental health, child development and learning theory. They are problem solvers who, working with others, assist in changing environments, attitudes and systems to help children use their strengths to succeed in academic learning, social skills and citizenship. School psychologists coordinate and evaluate needs unique to individuals with special learning and behavior problems. They promote the use of research-based psychology theory to assist in curriculum, instruction and school reform. This is carried out through team problem solving; consultation; staff, teacher and parent training; research and evaluation; direct interventions; assessment; referral and case management in collaboration with other pupil services professionals, such as school social workers, counselors and others.

About NASP

The National Association of School Psychologists represents over 19,000 school psychologists and related professionals throughout the United States and in 25 foreign countries. Founded in 1969, it is the world's largest organization of school psychologists.

NASP serves its members and society by:

- Promoting the rights, welfare, education and mental health of children and youth; and
- Advancing the profession of school psychology.

This is accomplished through education, service, research and policy development. NASP credentials school psychologists through its Nationally Certified School Psychologist (NCSP) program and is a leading publisher of books for school psychologists, parents and educational professionals. Every year it holds an annual convention that is the world's largest gathering of school psychologists

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